

by Marie Conway

★ TASK ★ LADDER

Students will read informative articles and that highlight the effects of different types of food on their health. Students will explore the websites of fast food restaurants to review the nutritional facts of the foods offered. Students will then conduct a close reading of the texts while identifying the main idea and key details. Students will conclude by developing a well-written informative text-based writing piece that explains the effects of fast food on their health.

This module could be taught solely in a science or health class or in collaboration with an ELA teacher.

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GRADES

DISCIPLINE

COURSE

PACING

5

Any

**②** N/A

# Section 1: What Task?

### Teaching Task

#### Task Template 4-5.14 - Informational or Explanatory

After reading informational texts on the effects of fast food on health and reviewing websites of fast food restaurants, write a report in which you explain the effects of fast good on your health. Support your response with evidence from the text/s.

#### Standards

# *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

### L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

# L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

# RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

# RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

# RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

# RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

# W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

# W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

# W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

# W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Custom Standards**

# **Undefined Notation**

MS.F1 National Science Education Standards As a result of activities in grades 5-8, all students should develop understanding of personal health.

#### National Science Education Standards

Food provides energy and nutrients for growth and development. Nutrition requirements vary with body weight, age, sex, activity, and body functioning.

#### Next Generation Science Standards

# MS-LS1-7

Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

### Texts

#### To Eat or Not to Eat?

Current Health 1 (Jan2010)—Flam, Lisa A. Lexile 1000 The article focuses on fast foods and their nutrition content.

#### "Fast Food Need not be Fat Food"

Newsweek (10/13/2003)—Barrett, Jennifer 1270L Reports on the trend among fast food companies of offering new, health-conscious products. Testing of an adult version of the Happy Meal called the Go Active meal by McDonald's; Introduction of Lite Combo Meals by Burger King; Reduction of calories in kids' meals by Subway and Wendy's; Warning from a nutritionist that some meals that seem healthy may have a high number of calories. INSET: WHAT'S NEW.

#### Focus

Focus

#### "Quick, Easy, and Harmful?"

Scholastic Choices (Jan2002)—Fanning, Karen 1110L Focuses on the health risks of hamburgers in fast food restaurants in the United States. Complications of obesity; Infection of Americans with Escherichia coli; Presence of E. coli in under-cooked hamburgers.

# Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent</b> <b>focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
Use of Sources	Includes <b>few</b> relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements. Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
Development	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop</b> <b>the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end. Uses transitions (e.g., another, for example, also, because) to connect information.	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain- specific vocabulary <b>with minor</b> <b>errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### **Background for Students**

What is your favorite thing to order when you go to a fast-food restaurant? (Create a list on the board.) How many of your choices do you think are healthy foods? We are going to learn about how our food choices affect our health by reading about the foods served in some of our favorite restaurants.

#### Extension

Not provided

# Section 2: What Skills?

### Preparing for the Task

**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge and skills.

**TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY**: Ability to identify and explain key vocabulary terms related to informational writing.

**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.

#### **Reading Process**

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

**IDENTIFYING KEY VOCABULARY IN CONTEXT**: Ability to identify and apply strategies to develop understanding of vocabulary through context clues.

**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.

**CLOSE READING**: Ability to closely read chunked sections of text multiple times for deepened meaning.

#### Transition to Writing

**BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.

#### Writing Process

**INITIATION OF TASK** > **ESTABLISHING THE CONTROLLING IDEA**: Ability to establish a claim and consolidate information relevant to task.

**PLANNING > OUTLINING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**DEVELOPMENT > BODY PARAGRAPHS**: Ability to construct an initial draft with an emerging line of thought a appropriate structure.

**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, organization, language usage, and use of evidence.

**REVISION, EDITING, AND COMPLETION > PEER EDITING**: Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.

# Section 3: What Instruction?

Preparin	ng for the Task					
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge and skills.	LIST Your task is to write an informative text-based writing piece. Based on what you know about writing an informative piece, create a list of the key features of informative writing.	Students should identify the key features of an informative writing piece.	<ul> <li>Share examples of informational writing.</li> <li>Identify or invite students to identify key features of examples.</li> <li>Pair students to share and improve their individual bullets.</li> <li>Create a classroom list of features of good informational writing. Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul>		
10 mins	TASK AND RUBRIC ANALYSIS > ESSENTIAL VOCABULARY: Ability to identify and explain key vocabulary terms related to informational writing.	OUTLINE Using the DEA (Define, Example, and Ask) graphic organizer, complete the graphic organizer using the key vocabulary related to informative writing.	<ul> <li>Provides accurate definitions.</li> <li>Provides an accurate example of the key term</li> <li>Provides an accurate question using the key term</li> </ul>	<ul> <li>Introduce the key vocabulary: Controlling Idea, Main Idea, Informative, Supporting Details, Transition Words/Phrases, Cite Evidence</li> <li>Discuss each term and its definition.</li> <li>Provide several examples of key terms.</li> </ul> Notes: This activity can be combined with the previous mini- task by asking students about the terms while they are creating their lists of key features of informative writing		
	Additional Attachments:					
25 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing experiences, interests, and concerns.	<b>QUICK WRITE</b> In a quick write, answer these questions: What types of foods are considered healthy? Why do you think those foods are healthy?	Students identify some healthy food choices (fruits, vegetables,etc.) and provide reasons for each being a healthy choice.	<ul> <li>After students complete writing, have them share responses with their group</li> <li>Groups can then share their responses with the class Notes:</li> <li>Based on student responses, teachers could create a class list of healthy food choices and reasons student believe these choices are healthy. After reading article students could return to this list to add or change information on the list.</li> </ul>		
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST Carefully read the prompt for this task. Create a list in your own words that explains what should be in a good response.	Students identify the key features of the prompt.	<ul> <li>Identify or invite students to identify key features of the prompt.</li> <li>Pair students to share and improve their individual bullets.</li> <li>Create a new category on the previous classroom list content. Choose one student to share a few ideas on the board, and ask others to add to it.</li> <li>Notes:</li> <li>Teachers can return to the classroom list frequently during reading and note-taking to remind students of content they will need to complete the task.</li> </ul>		

30 mins	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	SHORT CONSTRUCTED RESPONSE In a quick response, provide a sample sentence(s) that demonstrates your understanding of citing evidence using information from one of the articles. (Note: Students will produce the sample sentence after reading at least one of the articles.)	Students will write a sentence (or more) with evidence from their notes that is embedded in the the sentence.	<ul> <li>Note: Teachers should insert this mini-task after students have read at least one article. They may want to wait until students have read all articles or use it after students have taken notes on the first article.</li> <li>When we examine an author's message, it is called the central or main idea. It is also important to examine how the author supports his ideas.</li> <li>This makes us "detectives." We are looking for the evidence the author uses to prove his/her point. There are many ways we conduct our detective work when we read a piece of text.</li> <li>We look for different types of evidence (Facts, Statistics, Examples, Testimony from Experts, and Logical Reasoning.</li> <li>We organize the evidence that we found by highlighting, taking notes, developing a graphic organizer, and/or creating an outline.</li> <li>Explain that when we cite evidence, we need to explain the author's central/main idea by presenting a fact or example. This means that we need to directly reference the evidence and explain how the evidence supports the author's central/main idea.</li> <li>Explain how we directly reference the text. We can reference the text by direct quotation, paraphrasing, and summarizing (provide examples of each).</li> </ul>
15 mins	IDENTIFYING KEY VOCABULARY IN CONTEXT: Ability to identify and apply strategies to develop understanding of vocabulary through context clues.	NOTES Using the Vocabulary Organizer, complete the graphic organizer as read each article.	<ul> <li>Provides a prediction.</li> <li>Provides each key term used in context</li> <li>Provides an accurate definition of each key term</li> </ul>	<ul> <li>Introduce the key vocabulary for each text:</li> <li>"To Eat or Not to Eat" Vocabulary: calorie, trans fats, saturated fats</li> <li>"Quick, Easy, and Harmful" Vocabulary: shiga, lactoferrin, nutrients</li> <li>"Fast Food Need Not to be Fat" Vocabulary: criticism, health-conscious, nutritionalist</li> <li>Introduce each term.</li> <li>Prior to students reading each text, have students complete the "prediction" column of the graphic organizer.</li> <li>During the reading process, students will complete the "Quotations/Context" column of the graphic organizer.</li> <li>After reading each text, discuss the definitions of each key term. Have students complete the "definition" column of the graphic organizer.</li> </ul>
	Additional Attachments:	organizer		
40 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES Before you begin writing the informational text- based piece, you must take notes effectively from the texts. These notes will serve as the text evidence needed to complete the	Students should be able to identify the central ideas of the text and select evidence from the text that could be useful for their writing.	<ul> <li>Conduct a Think-Aloud with the text.</li> <li>Model how to identify the central/main idea of the text.</li> <li>Model how to identify details that support the author's central/main idea.</li> <li>Model how to transfer the central/main idea and supporting details into two-column notes.</li> </ul>

		writing task. We will begin by reading the first text "To Eat or Not to Eat."	Students should be able to transfer information from the text into two- column notes. (Two-column notes will be scored using the two-column notes rubric.)	
	Additional Attachments:	ing guide		
40 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES Now that you have learned to take notes effectively from the text with teacher guidance, you will read "Fast Food Need Not to be Fat" and take two-column notes.	Student should be able to identify the central/main idea of the text and select important evidence for writing. Students should be able to transfer information from the text into two-column notes independently. (Two-column notes will be scored using the two-column notes rubric.)	<ul> <li>Guide students to accurately identify the central/main idea of the text.</li> <li>Guide students to identify details that support the author's central/main idea.</li> <li>Guide students when they are transferring information from the text into two-column notes.</li> <li>Accommodations and Interventions:</li> <li>Some students may benefit from working with a partner to read the article out loud, think-aloud together, identify details, and take notes.</li> </ul>
	Additional Attachments: Rubric Two column notes			
40 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES Now that you have learned how to take notes effectively from the text, you will begin reading "Quick, Easy, and Harmful" and take two- column notes.	Students should be able to identify the central/main idea of the text. Students should be able to transfer information from the text into two- column notes. (Two-column notes will be scored using the two-column notes rubric.)	<ul> <li>Guide students to accurately identify the central/main idea of the text.</li> <li>Guide students to identify details that support the author's central/main idea.</li> <li>Guide students when they are transferring information from the text into two-column notes.</li> <li>Accommodations and Interventions:</li> <li>While at this point, most students will be able to complete the task independently, having struggling readers work with a partner may be necessary.</li> <li>Students working with a partner should have a partner of similar ability so both must engage with the text.</li> </ul>
	Additional Attachments:			
	Two column notes			

	NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	Now that you have learned how to take notes effectively from various texts, you will explore the websites of no more than two websites of fast food restaurants and take two- column notes.	able to transfer information from the websites into two-column notes. (Two-column notes will be scored using the two-column notes rubric.)	<ul> <li>known fast food restaurants. (McDonalds, Burger King, etc.) and the location of the nutritional facts of their menus.</li> <li>Guide students in how to review and analyze the nutritional facts.</li> <li>Guide students when they are transferring information from the websites into two-column notes.</li> </ul>
	Additional Attachments: Rubric Two-column notes			
40 mins	CLOSE READING: Ability to closely read chunked sections of text multiple times for deepened meaning.	SHORT CONSTRUCTED RESPONSE After closely reading "Quick, Easy, and Harmful," answer the text- dependent questions about the text.	Students should answer the text- dependent questions using evidence from the text as support.	<ul> <li>"Quick, Easy, and Harmful" Instruction:</li> <li>Have students review the text structure by:</li> <li>Reading the title again</li> <li>Reviewing key terms</li> <li>Reading the bolded headings</li> <li>Looking carefully at pictures and read accompanying captions and labels.</li> <li>Have students reread the section below the heading "Bad Burgers." Ask students:</li> <li>How does the E.coli bacteria affect humans through beef?</li> <li>Have students reread the section below the heading "Fatty Fries." Ask students:</li> <li>How do french fries affect your health?</li> <li>Have students reread the section below the heading "Sugary Soda." Ask students:</li> <li>How do sodas affect your health?</li> <li>Have students review their two-column notes for the websites that they reviewed. Ask students: -Was there information in the article? If so, explain.</li> </ul>
Transitio	on to Writing			
30 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	DISCUSSION How important is text evidence to the overall informative text-based report? What evidence do you have in your notes that would be effective in a text-based informative report?	<ul> <li>Students should be able to make connections between the reading and the writing.</li> <li>Students should be able to explain the importance of textual support to their writing.</li> </ul>	<ul> <li>Guide students through the process of answering the question "How important is text evidence to the overall informative text-based report?" Reference the class list of important features of an informative piece.</li> <li>Discuss how text evidence helps to support a controlling idea.</li> <li>Have students share examples of good text evidence from their notes.</li> <li>Notes:</li> <li>Students could engage in a "give-one, take-one" activities by "borrowing" evidence from peers' notes to add to their own notes. However, teacher should supervise the activity to make sure evidence is accurate!</li> </ul>
Writing	Process			
	INITIATION OF TASK	SHORT CONSTRUCTED	Writes an	Discuss Catchy Hooks. Explain that

	THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	Use one of the ideas on the "Catchy Hooks" handout to create an introduction for your paper. Make sure you follow your hook sentence with some background information about your topic, and key ideas you will develop in your paper.	<ul> <li>hook sentence.</li> <li>Provides</li> <li>background</li> <li>information about</li> <li>the topic.</li> <li>Establishes a</li> <li>controlling idea.</li> <li>Identifies key</li> <li>points that support</li> <li>the controlling idea</li> </ul>	<ul> <li>Ask class to discuss what makes them strong or weak.</li> <li>Students will have the opportunity to revise their opening paragraphs.</li> <li>Students can evaluate each other's efforts (See Peer Editing sheet)</li> </ul>
	Additional Attachments: Peer Editing List Catchy Hooks			
30 mins	PLANNING > OUTLINING THE WRITING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	OUTLINE Complete the brainstorming graphic organizer based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul> <li>Completes the brainstorming graphic organizer.</li> <li>Supports controlling idea.</li> <li>Uses evidence from text(s) read earlier.</li> </ul>	<ul> <li>Provide and teach one or more examples of organizers.</li> <li>Model your own thinking for students who may be having difficulty.</li> <li>Remind students to refer back to their list of features or informative writing as they complete the outline.</li> </ul>
	Additional Attachments:	organizer		
1 hr	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought a appropriate structure.	LONG CONSTRUCTED RESPONSE Using your completed graphic organizer and introduction, write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul> <li>Students should follow what they have planned using their graphic organizer.</li> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>As students work on their initial drafts, remind students that when they are citing their evidence, they should reference the sources appropriately.</li> <li>Move around room to make sure students are using their organizers and citing evidence.</li> </ul>
40 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, organization, language usage, and use of evidence.	LONG CONSTRUCTED RESPONSE Before you share your work with a partner, you need to check your own work. Use the checklist to refine your composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include. Then work with a partner to improve your paper.	<ul> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Give students time to read over and revise their own papers before trading papers with a partner.</li> <li>Assign students to provide each other with feedback on those issues.(Use Peer Editing sheet)</li> <li>Have a copy of the Informative Text-based Rubric available.</li> </ul>

50 mins	Peer Editing List				
	REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>	
50 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Make a final copy of your paper. When you have completed all revisions, turn in your complete set of drafts, plus the final version of your piece.	• Fits the "Meets Expectations" category in the rubric for the teaching task.	Not Provided	

### Instructional Resources

No resources specified

# Section 4: What Results?

# Student Work Samples

No resources specified

#### **Teacher Reflection**

Not provided