Day 2 ELA II Sessions

ELA II Grades P-5
What Can My Students Learn from Writing?

Overview:

The student writing in this packet has been chosen to provide some examples of the ways in which writing can be used to build deep understanding of key concepts in a variety of content areas. After reading each piece, you will be asked to identify the content or concepts the student has learned. You will also speculate about what may have happened in the classroom to build the knowledge and develop the writing skills needed to write each piece.

Purpose:

• To understand how reading and writing can be used to build a knowledge base in science, social studies, literature and other areas.

• To demonstrate the role of deep understanding in effective writing.

• To generate ideas about how CCSS aligned writing can be used to guide students in making sense of information and experiences.

Protocol:

1. Begin by choosing a student piece that interests you. The pieces do not need to be read in order.

2. Read the piece, focusing on the content expressed as well as the way the piece was written.

3. With a partner, discuss each question on the What Can My Students Learn by Writing? Recording Sheet. Capture your thinking on the sheet as you work.

4. Jot any questions you have on the back of the sheet.

5. Repeat this process with another piece of your choice.

6. Be prepared to share your observations and questions with the larger group.

Common Ground Protocols: Using the In Common Collection to Better Understand the CCSS

http://www.achievethecore.org
http://www.vermontwritingcollaborative.org
What Can My Students Learn by Writing? (Speculate Handout 1)

What might have happened in the classroom to produce this piece of writing?

*With a partner, please speculate on the following:*

For what class/subject area might this piece have been written?

__________________________________________________________________

What “Big Idea” (content area concept) is the student exploring in this piece?

__________________________________________________________________

_______________  _________________________________________________

**Underline** the sentence or section of the piece that most concisely expresses or summarizes this “Big Idea.”

What (content area) question might the teacher have posed to focus this writing piece?

__________________________________________________________________

__________________________________________________________________

What kind of texts and experiences might have been used to build the knowledge and understanding needed to explore this question?

__________________________________________________________________

__________________________________________________________________

How might the students have gathered and recorded information?

__________________________________________________________________

__________________________________________________________________

What supports/writing instruction may have helped the student to write this piece?

__________________________________________________________________

__________________________________________________________________
What Can My Students Learn by Writing? (Speculate Handout 2)

What might have happened in the classroom to produce this piece of writing?

*With a partner, please speculate on the following:*

For what class/subject area might this piece have been written?

__________________________________________________________________

What “Big Idea” (content area concept) is the student exploring in this piece?

__________________________________________________________________

__________________________________________________________________

**Underline** the sentence or section of the piece that most concisely expresses or summarizes this “Big Idea.”

What (content area) question might the teacher have posed to focus this writing piece?

__________________________________________________________________

__________________________________________________________________

What kind of texts and experiences might have been used to build the knowledge and understanding needed to explore this question?

__________________________________________________________________

__________________________________________________________________

How might the students have gathered and recorded information?

__________________________________________________________________

__________________________________________________________________

What supports/writing instruction may have helped the student to write this piece?

__________________________________________________________________

__________________________________________________________________
What Can My Students Learn by Writing? (Speculate Handout 3)

What might have happened in the classroom to produce this piece of writing?

*With a partner, please speculate on the following:*

For what class/subject area might this piece have been written?

__________________________________________________________________

What “Big Idea” (content area concept) is the student exploring in this piece?

__________________________________________________________________

__________________________________________________________________

*Underline* the sentence or section of the piece that most concisely expresses or summarizes this “Big Idea.”

What (content area) question might the teacher have posed to focus this writing piece?

__________________________________________________________________

__________________________________________________________________

What kind of texts and experiences might have been used to build the knowledge and understanding needed to explore this question?

__________________________________________________________________

__________________________________________________________________

How might the students have gathered and recorded information?

__________________________________________________________________

__________________________________________________________________

What supports/writing instruction may have helped the student to write this piece?

__________________________________________________________________

__________________________________________________________________
What Can My Students Learn by Writing: Directions

Choose from the pieces below. With a colleague, speculate on the teacher’s backward design by filling out a What Can My Students Learn by Writing? Worksheet for each.

File Name: IK Living and non Living Independent/Explanatory Kindergarten Range of Writing

Living and non Living

Plants are living and animal are living too! we are living! rokes are not living the sun is not living ether But all of the living thigs need woter food air ligte space

File name: I1R The Dentist Informative/Explanatory

Grade 1 Range of Writing

We should visit the dentist twice a year. He will help keep our teeth healthy and strong. If my tooth broc my dentist can repair my tooth. My dentist takes a x-ray to see in my tooth. My dentist teaches me to brush my teeth. The dentist makes sure our teeth are healthy and strong.

File name: I2R The Lorax Informative/Explanatory

Grade 2 Range of Writing

The Lorax

The Lorax said he cares for the earth. The Lorax spoke for the fish. He said stop putting your left over gunk in the water because the humming fish can’t hum with gunk in their gills. The Lorax spoke for the trees. He said stop cutting the trees because they give us air. The Lorax spoke for the Brown Barbaloots. He said stop cutting trees because the Brown Barbaloots eat the fruit on the tees. The Lorax cares for the earth.

File name: O2R Chocolate Milk Argument/Opinion

Grade 2 Range of Writing

Dear Mr. Davis, you should serve chocolate milk because. It has 0% fat just like 0% fat white milk. Another reason is some kids will only drink choclate Milk Another reson is. they Both have the same amount of protein (8 grams) and calceum. protien Gives you energy calcium makes your bones stonger. chocolate Milk is stil relly healthy even thow it has chocolate in it.
File Name: Wilma Unlimited Narrative

Grade 2 Range of Writing

One Sunday Wilma felt brave. Wilma when to church and took off her brace at the door. Then Wilma put one foot in front of the other. Then Wilma walked into church. pepl “sed wow Look.” Wilma learned that she can do anything if she tries.

File Name: I3 Australian Animal Adaptations Informational/Explanatory

Grade 3 Instructional writing

Australian Animal adaptations

In the hot desert of Australia there are many animals big and small. Some of those animals are the kangaroo, the dingo, and the blue-tongued skink. All of animals in the Australian desert must be well adapted to their hot and dangerous environment. The emu and the thorny devil are well adapted to the Australian desert.

The emu in Australian has predators like many other animals. The emus have long legs and can run 50 to 60 mph to get away from predators like the dingo. This is a good adaptation so they don’t get eaten. The emu babies don’t have long legs so they can’t go fast to get away from predators. Instead of going fast they have camouflage and hid in the grass and blend in. Camouflage is a very good adaptation.

The thorny devil is also very well adapted to the extremely dry desert. Even if there is almost no water the thorny devil won’t die. It won’t die because its horns direct even the smallest bit of rain or morning dew into it’s mouth. This is a useful adaptation. Even when there is almost no water it won’t die of thirst. The thorny devil also has adaptations to avoid predators. It looks like the sand so its predators can’t see it. Camouflage is a good adaptation.

The Emu and the thorny devil must be well adapted to the harsh environment of the Australian desert. I think the emu and the thorny devil are some of the most interesting animals on earth.
It's vacation time!!! Rey and his family are working as ecotourists. Their job is looking after turtle eggs. Rey and his family are working with biologists. When Rey and a biologist were on "turtle patrol" Rey found a nest and brought the eggs that were in it back to camp.

Ecotourism can have bad and good effects. In keeping the balance ecotourism is described as something more complicated then it actually is. Ecotourism is really when tourists go to a country to see its wildlife. Ecotourism can help people understand wildlife but it can also harm it. This is a serious problem but there are some solutions.

Ecotourism can really ruin things. If ecotourists disturb wildlife they might wreck the ecosystem. Ecotourism can destroy plants and natural habitats. For example ecotourists might trample plants and/or scare animals and/or leave garbage everywhere. Ecotourists need lodging (Hotels and resorts) and bathrooms. These harm the environment by polluting water and destroying forests which the ecotourists would otherwise be looking at. Generally ecotourism is supposed to focus on personal growth and environmental responsibility, but mostly it doesn't.

But there is some hope. If everybody puts their heads together we can think up some ways to improve ecotourism, environmentally. All we really need is a few ideas to "spark" the brainstorm, so here they are. One thing we could do is just prevent ecotourism altogether. But then people might forget how to value and treat nature respectfully. Another thing we could do is set some lower limits than there are at the moment for ecotourism.

Something else we could do is decrease the number of ecotourists to a small average.

Another good solution is to make pathways and trams and things to keep ecotourists at a distance from wildlife. One more thing we can do to improve ecotourism is to have a class on how to treat the flora and fauna. Those are just 4 things we could do to improve ecotourism.

I think those are all the "sparks" we need. I hope these "sparks" light up peoples understanding of ecotourism.
The Gardener

I read a book called “The Gardener”. It is about a girl named Lydia who goes into the city from the country to help her uncle and help him get money. It takes place during the great depression. In spite of the challenges, Lydia succeeded in being happy in the city.

It must have been tough for Lydia to leave the country and go to the city at first. She looked really sad to leave in the pictures and looked like she missed her family and her country life. It must have also been hard for her because the city and country are very different. She might think that she was unwelcome there or that people wouldn’t like her there. Also she wasn’t with her parents so she might miss them too. It is tough to miss your family. When she was in the train station it was dark and scary and she looked tiny and scared. It must not have been very fun for her there at first because everything was dark and scary. Another thing that must not have been very welcoming for her is that her uncle (she is staying with her uncle) never smiles. He always looks grumpy and depressed. It is always more nice to visit a cheerful person rather than a grumpy person.

Even though there were challenges, Lydia also succeeded in being happy. There were good things that made up for the bad things. At the beginning, when she first starts helping her uncle in his bakery, she makes friends. She met them because they work with her uncle. It is always nice to have friends wherever you go. Also, it is kind of depressing to not have friends sometimes. Another thing that made lydia happy was that she gardens, she planted flowers and made her street more happy. Everybody, (even her uncle, her uncle is always grumpy) got more cheerful after the flowers. That helped L Everybody, (even her uncle, her uncle is always grumpy) got more cheerful after the flowers. That helped Lydia a lot because for one, she likes planting flowers, and two, everybody seemed more happy and that made her have a good feeling. After that, she realizes the there is a rooftop garden but it is all dead. She plants flowers their with her friend and spruces it up. When it is finished, she brings her frowning uncle up her secret place and shows him around. He tells her to wait there and then a while later he comes up with a beautiful cake. He uncle doesn’t actually smile but Lydia thinks the cake is worth a thousand smiles. That is important to Lydia because she has been working to make her uncle smile for a long time and, her uncle is finally happy.

Now you can see how, in spite of the challenges, Lydia succeeded in living happily away from home. And, even though there are sometimes challenges in life, there are always good things too.
Argument and Opinion

1. Take two minutes to jot down definitions for the following words:

Propaganda

Advertising

Argument

Opinion

Persuasion

2. Read "The Special Place of Argument in the Standards" on the following pages of your handout (pages 16 and 17)

Reflect: How does this change or add to your understanding of the above terms?

3. Refer to the Argument Writing Standards Progression in your handout (page 18)

Where are the critical shifts regarding argument and opinion in the standards, and what are the implications for instruction in your grade level(s)?
postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

**Texts that Blend Types**

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C.

**The Special Place of Argument in the Standards**

While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that “argument literacy” is fundamental to being educated. The university is largely an “argument culture,” Graff contends; therefore, K–12 schools should “teach the conflicts” so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclai ms in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define argument not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things cooperatively”:

> Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument’s close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that “write to argue or persuade readers” was virtually tied with “write to convey information” as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and

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**“Argument” and “Persuasion”**

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.
the states of Virginia and Florida, also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011 prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California’s community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as “develop ideas by using some specific reasons, details, and examples,” “take and maintain a position on an issue,” and “support claims with multiple and appropriate sources of evidence.”

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in Teaching the Argument in Writing, the proper context for thinking about argument is one “in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own” (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty-first century.

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6Unpublished data collected by Achieve, Inc.
7See, for example, frameworks from Finland, Hong Kong, and Singapore as well as Victoria and New South Wales in Australia.
Progression

Common Core State Standards
For Writing

W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

KINDERGARTEN Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

GRADE 1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

GRADE 2 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

GRADE 3 Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.

GRADE 4 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d. Provide a concluding statement or section related to the opinion presented.

GRADE 5 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   d. Provide a concluding statement or section related to the opinion presented.

GRADE 6 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented.

GRADE 7 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
Overview: Colorful Language

In this exercise, you will gain a better understanding of particular aspects of the standards by color coding student samples that provide concrete examples of a descriptor or set of descriptors used in the CCSS. Many descriptors are used repeatedly in the writing standards. Attaching descriptors to actual student writing will help clarify what each means at a particular grade level.

Purpose:

• To refine and deepen understanding of a particular aspect of effective writing.

• To become familiar with, and clarify, terminology used in the Common Core State Standards. Protocol:

  1. Choose a piece in the packet and locate the grade appropriate Common Core Writing Standard for Opinion/Argument, Informative/Explanatory or Narrative writing (W.1, W.2, W.3).

  2. Read the directions on the Colorful Learning sheet to find out which parts of the standard you are to focus on and what colors you will need.

  3. Annotate the student writing by finding and color coding examples of the descriptors you are focusing on.

  4. When you have finished, check your observations against the annotated version of the same piece. Be sure to note any questions you have.

  5. When you have finished color coding all of the pieces, discuss your observations with a colleague using the questions at the bottom of the Colorful Language sheet.

Common Ground Protocols: Using the In Common Collection to Better Understand the CCSS  http://www.achievethecore.org
www.vermontwritingcollaborative.org
**Colorful Language**

(Please adapt this sheet to reflect your professional development goals for this activity)

1. Locate, and read, the grade appropriate Common Core Writing Standard for the piece you are working with.

2. Look for examples of the following descriptors in the student writing. Color code them using the colors indicated.

3. When all pieces in your packet have been color coded, discuss the following questions with a colleague:

   - How did the writer use these techniques to develop experiences and events or show the responses of characters to situations?
   - How might you help students learn to effectively use these techniques in their writing?
Opinion Writing: K-5 Student Samples from the In Common Collection

Note: The following pieces were written after reading or listening to informational text about dogs and cats as pets. Students responded to the prompt: “Which is the best pet, a dog or a cat?” The stimulus text and full prompt for each grade level, as well as annotated versions of each of the pieces below are available at www.achievethecore.org.

File Name: OKP The Best Pet Opinion Kindergarten, Fall---On Demand Writing-Uniform Prompt

The Best Pet

MKIECYKDBbD

I like my cat because they are better than dogs.* *dictated response

File Name: OKP Dog is the Best Kindergarten , Spring Opinion--On Demand Writing-Uniform Prompt

Dog is the Bst Becs thea BuRc.

Dog is the best because they bark.

File Name: O1P A Dog is Best Opinion Grade 1--On Demand Writing- Uniform Prompt

The Best Pet

I used to have a dog and I thinck a dog is best. A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones. A dog is best because of theese reasons.

File Name: O2P Dogs Rule Opinion Grade 2---On-Demand Writing, Uniform Prompt

Dogs rule

What pet is best for you cat or dog? I like dogs beacause they exercise a lot. Also they play fetch with you. They are fun to play with. Thats why I like dogs best.
The Best Pet

Are you looking for a new pet? I'd recommend a cat. For one thing they aren't that expensive you could find one on your porch and adopted it. Cat's yushely baeth them self. Cat's will sleep with you and can help you calm down when you're upset or mad. Cat's also don't need training and you can's leave cats home for the day. Cat's don't need much exercise. So if you are looking for a pet maybe see some cat's and you might find yourself a great pet!

Which is Better?

Many people have a dog for a pet. Some people have cats. Which is better? I say dog. Maybe you say cat. I just might be able to persuade you in the following.

Dogs are great companions for lonely people. They can go for a rousing walk in the park, or a good long nap. Playing games of catch or fetch every day makes good fun. Even a jog on the hottest day could even be enjoyable too. Dogs don't just provide fun though. They can also provide protection.

Dogs are very intelligent. They can be trained to find people or save them. Some don't even need to be trained. For instance, if someone is trying to break in, your dog might bark and scare them off. Dogs are great for many different reasons.

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If your not then that's okay. It's really up to you. So which one is it going to be?

Dogs are Best

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

One reason why I think a dog is the best pet to have, is because you can talk to them. And they listen to you. You can tell them secrets, and how you feel. Kind of like a personal journal, except they actually hear what your saying.
Another reason why I think a dog is the best pet to have, is because dogs can warn you of danger. And sometimes that danger might be life threatening. So with a dog its like you have your own danger alarm.

Also another reason why I think dogs are the best pets to have is because they keep you company. They are perfect pets to have if you love company. And with a dog, its almost like you are having your best friends over. And better yet, if you own the dog, and it’s a weekday, its like your friends are spending the night on a school night.

Another reason why I think a dog is the best pet to have is because they need to get excersise. You will have to walk your dog every day. So even if you don’t like to walk, your dog and you will be getting automatic excersise. Which will make you and your dog healthier.

Cats and dogs are very unique in their own fastenating way. But to choose between the both of them, I would go for the dog. Even though dogs require lots of responsibilities, and need maintenence and training, they are still worth the effort. But most importantly, they are like a best friend.

Diana Leddy everywritevt@aol.com January 22, 2013
"So, let me get this straight—you’re asking us to write to persuade...so that’s write an introduction, give a thesis statement, support with true information, use a counter-argument, and finish with a conclusion—right?"

—Luke, eighth grade student, having been given an assignment to write a persuasive essay

Structures are so deeply and fundamentally a part of what we as human beings do and think that we often do not even recognize them. The pattern of the final lines from “Casey at the Bat” sets up the reader for the joy that others are feeling, in contrast with the sorrow of the great Casey striking out. Second grader Meg opens her tale with “Once upon a time,” a pattern familiar to both her and her readers. It gives her, as the young writer, a way to begin and signals us, as the reader, that a story is unfolding. When Lucas, the eighth-grade writer, clarifies his task, he is repeating for himself the overall plan for what he needs to do to develop his ideas.

Each of these writers has used, or will use, a familiar structure to make and communicate meaning. At the same time, each has used it flexibly, to fit his or her needs, first to envision the overall thinking, then to move along clearly to the next idea, and the next, so that the whole thought has meaning—first for the writer, then for the reader.

Why Do Structures Matter?

Ideas cannot exist, or at least they cannot be named, without shared language. By the same token, connected ideas, ideas that are more than simple names or actions, cannot exist without shared structures and patterns.

In the past few years, a great deal has been learned about how the brain organizes ideas and information into chunks, using pre-existing patterns, so that the individual is able to make meaning.

Chapter 4: Planning for Structures in Writing

Briefly, we recognize that “mental models,” or schemata, are the foundation of cognitive growth (Clarke, 1990; National Research Council, 2000). Simply put, “schemata are unconscious mental structures assembled from past experiences that we reapply as general frames in trying to make sense of new experiences” (Clarke, 1990). It now appears that some mental models, or schemata, seem to be intrinsic to every developing mind, while others are acquired over time as we come to understand certain domains (say, the way car engines work) and certain approaches to critical thinking (say, how to consider two sides to an issue before arriving at a position on it). In any event, mental structures are now recognized to be a critical feature of cognitive growth—of learning, of understanding, of constructing meaning.

Writing for Understanding recognizes this truth about thinking. Giving students clear structures, therefore—to help them construct meaning for themselves, and then to communicate that meaning to readers—is an integral part of teacher planning in writing instruction.

The Problem: Disagreement over the Place of Structure in Writing Instruction

Within much of the world of writing instruction over the past thirty years or so, there has often existed anxiety or sometimes even outright hostility around the deliberate teaching of specific structures to students. The concerns seem to have centered around two issues: the potential of structures to restrict or constrain student writing, and the potential for structures to lead to rote, formulaic thinking. Because each of these concerns is so important, we want to address them briefly here.

Structures as restriction of student freedom. If we look briefly at the course that modern writing has taken over the past hundred years, it is clear that writers have often tried to rethink old forms.
As novelists and poets have responded to the challenges of their age, they have tried to break various molds, to create new forms and structures as part of expressing new ideas and new ways of making meaning of the world. The work of James Joyce, Ernest Hemingway, the New Yorker short story, and many others all reflect this hunger to create new forms as an important part of the creative process in seeing more deeply, more truly. This breaking of structural boundaries has been true of academic writing as well. Even science writing, perhaps the most traditionally structured of all writing, has seen an attempt by writers to experiment with different forms as a way of explaining the truth as they see it in a more accessible way. The work of Stephen Jay Gould and John McPhee comes to mind here. In short, the freedom to experiment with form, to tweak pattern, to create whole new structures has been seen as an essential aspect of human freedom and growth.

What seems to have been forgotten here, however, as this idea has been applied to children’s writing, is that these writers and mold-breakers were working from structures and schema and mental models that were already well in place in their own minds. Like good jazz musicians, who create embellishments and new expressions from a solid grounding in melody and harmony and rhythm, they were creating new forms from a foundation of recognizable ones. Indeed, much of the writing about freedom for children to create their own structures has been done by people who themselves have a very clear sense of effective expository structure, which they use well to get their point across in their writing! In short, clear structure was essential to these boundary-breaking writers in their creative process. Without it, there would have been no foundation, nothing from which to grow.

**Structures as a reflection of formulaic thinking and rote learning.** One of the most impassioned arguments that teachers sometimes make against explicitly teaching structures to students is that it creates “rote” thinking, “formulaic” writing. This argument seems to associate instruction in specific structures with student passivity, with simply following a form that has been imposed on them by someone more powerful than they. Such imposition, critics argue, prevents students from thinking for themselves.

It is easy to see where this fear comes from. Anyone who is old enough to remember writing before the writing process revolution remembers that writing could be a pretty black-and-white, rote-learning affair. We remember teachers of writing for whom correct grammar was, in fact, everything. What one said or thought did not really matter. What did matter was how correct the grammar was, whether a modifier was in the right place, whether the comma should really have been a semi-colon. In the primary grades, young children were not doing any writing-as-thinking. Instead they were focusing solely on handwriting, the formation of letters, and the proper spelling of words.

We might also remember a time when critical thinking was not particularly valued. There were certain stock interpretations of texts, of historical events, and of scientific processes. Our job, as student writers, was to give back those stock interpretations (or more likely short answers that show knowledge or the lowest level of understanding) in a clearly articulated, grammatically correct way. At its worst, this kind of writing was in fact much like Pete Seeger’s “little boxes”—they were often “all made out of ticky tacky” and they often looked “just the same.”

This problem seems less a fault of the structure of the writing, however, than of the thinking that the writer is doing. A structure is a vehicle for thought. If what is asked for is basic recall knowledge, or shallow thinking, then the writing will reflect that. Writing is about thinking. To equate structured writing, even highly structured writing, with shallow, vapid, inaccurate or simplistic thinking, or with a bland or monotonous voice, is to muddy the waters of the
nature of truly effective writing. Blaming structures for sloppy or simplistic thinking, or for a lack of effective craft, is like blaming the Constitution for a bad President.

**The Solution: Teach Structures as a Matter of Equity**

In view of this argument, it seems fair to say that, far from being merely restrictive, structures are essential to making meaning in writing. In writing, structures are not sufficient for effective writing, but they are necessary foundation. Structures give students (indeed, give all of us) a way to organize experience and make meaning from that experience and to communicate it effectively with others. They do not absolve students from thinking, nor do they guarantee clear and honest thought. Only the writer's intentions, in the presence of solid knowledge and understanding, can do that. What having a structure can do is to free the writer to think deeply and clearly. Just as fluency and vocabulary knowledge allow a reader to concentrate on making meaning out of text, so flexible structure allows a writer to build coherent written chunks of meaning.

Beginning writers, or any writer working with a new genre and new knowledge, can indeed sound clunky, awkward, even tedious. The structure itself in a novice's piece can seem obvious or overbearing, not yet graceful. The same is true of beginning basketball players, beginning knitters, beginning Spanish speakers. When a structure is new, it does not yet flow with the smoothness that it will acquire later.

But to deny a student instruction in structure is, in the end, unfair. It may be that a select few of our students will finally figure it out on their own. (After all, this is what most of us teachers had to do!) If these students read enough of other people's clearly structured and thoughtful writing, the theory goes, if they have enough thoughtful conversations, they will absorb structures and build them into their own schema so that they are able to use them flexibly in their own writing. In this view, the teacher simply needs to stand aside and let the magic of absorption happen. And for some students, it does.

However, in our experience, that magical transformation will rarely occur for educationally disadvantaged students, or even for many ordinary students. They are much less likely to absorb those structures from what they read and, therefore, have much less access to structural tools for building their own understanding in written language—or even in thinking. To ask these students to figure out structures on their own is to fail to give them freedom. In fact, it is a hidden form of disempowerment for the very students who need the most help.

For these reasons, *Writing for Understanding* makes instruction in structures a fundamental part of teaching, ensuring that all students have the tools, ultimately, to construct meaning thoughtfully in writing. It is too important to be left to chance.

**How Can Teachers Address Structure within Writing Instruction?**

There are many ways to help students learn to use structures for organizing their thinking in writing. Here, we will discuss three that have been particularly important and useful: the study of models, the creation of graphic organizers, and the use of a basic essay structure called the Painted Essay.

**Models.** We sometimes hear teachers express concern over the use of models in teaching writing. Sometimes, they fear that giving students models will encourage them to imitate rather than create, to copy rather than think for themselves.

While it is certainly true that any approach can be misused, we have found that using models thoughtfully is of great help to students. Further, it is a practice widely used in all sorts of instruction.
The Painted Essay: A Tool for Teaching Basic Essay Form

Introduction: Catches the Reader's Attention and gives some background context

FOCUS STATEMENT

Point 1

Point 2

Proof Paragraph 1: Gives evidence and reasons to support Point 1

Transition

Proof Paragraph 2: Gives evidence and reasons to support Point 2

Conclusion

What?

So what?
Homework: How much is enough??

Recently our class read an article in the “Time for Kids” Magazine. The title was “Too Much Homework!?” and it was about how much homework kids are doing today. It said that 100 years ago, kids never had any homework because they had to work on their farms or do chores for their families.

But in the 1950’s, American kids began to score really low on math and science tests. Other countries were doing better than we were. Teachers thought that since their students were getting low grades, they should do some homework to practice and catch up to the rest of the world. Since then, students have been getting more and more homework, and it doesn’t look like that is going to change. I think that students should have enough homework, but still have time for fun. So, students in third grade should start having 15 minutes a night and work up to a little over an hour by the sixth grade.

One reason to have homework is that kids can become more responsible. For example, if someone usually forgets a due date, he can practice remembering and using an assignment book to help him remember his homework. When kids grow up and get jobs, they will have deadlines to meet and homework is good practice for that.

Another reason to have homework is that a kid can become faster at doing his work. If he needs to practice in multiplication, he can do that at home better than at school. Also, some kids who have big projects or posters would rather work where it is quiet and they can concentrate better. Also, long searches on the Internet are more easily done at home than at school because you can be comfortable at home and you don’t have a schedule to keep.

These are the reasons why I think students in third grade should start having 15 minutes a night and work up to a little over an hour by the sixth grade. If you agree with what I have said, you should write a letter to A------------ School addressed to the superintendent and principal so she can show it to the School Board. Thank you for your support.
**Structural Elements**

<table>
<thead>
<tr>
<th>Grade 5 Argument Standards</th>
<th>Basic Expository Text Structural Elements</th>
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<tbody>
<tr>
<td>Shows a solid understanding of content</td>
<td>Proof Paragraph 2</td>
</tr>
<tr>
<td>Content Big Idea for this piece is</td>
<td></td>
</tr>
<tr>
<td>Introduces topic clearly, provides a claim, opinion, point of view</td>
<td>Focus Statement</td>
</tr>
<tr>
<td>Groups related ideas logically to support/develop claim</td>
<td>Point 1</td>
</tr>
<tr>
<td>Provides logically ordered reasons that are supported with facts and details</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Links claim and reasons within and across categories of information using words, phrases, and clauses (e.g. consequently, specifically)</td>
<td>Introduction</td>
</tr>
<tr>
<td>Uses precise language and domain specific vocabulary, as needed, to develop the claim</td>
<td>Proof Paragraph 1</td>
</tr>
<tr>
<td>Provides a concluding statement or section related to the opinion/argument presented</td>
<td>Point 2</td>
</tr>
<tr>
<td>Conventions, syntax are grade appropriate</td>
<td>Transition</td>
</tr>
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</table>
Grade 2 DBQ Notices, Wonders, and Ideas

How is this aligned to Grade 2 reading and writing standards?

How does this exceed Grade 2 reading and writing standards?

How is this clearly scaffolded to support students?

How could speaking and listening be used to scaffold learning?
A Document Based Question (DBQ) is an authentic assessment whereby students interact with historical texts. A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions, assimilate and synthesize information from several documents, and then respond (usually as a written essay) to an assigned task, by using information gleaned from the documents as well as their own outside information.

This DBQ is aligned with the Core Knowledge Listening and Learning domain, *The War of 1812*. It is meant to follow the unit so that students have already been exposed to the knowledge and vocabulary gained from the read alouds.

With prompting and support, the students will review the series of pictures and text to determine the factors that contributed to the start of the War of 1812. After reviewing the documents, students will write to the prompt independently.

**Helpful Vocabulary:**

- trade
- blockade
- seize
- impressment
- farmer
- merchant
- citizen
- economy
- navy
- sailor
- suspicious
- soldier

**Writing Task:**

Using evidence found in the following documents, your knowledge of our readings, and at least four of the vocabulary words from above, please describe the events that contributed to the start of the War of 1812.
Second Grade DBQ – Core Knowledge - The War of 1812

Helpful Vocabulary:

<table>
<thead>
<tr>
<th>trade</th>
<th>blockade</th>
<th>seize</th>
<th>impressment</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmer</td>
<td>merchant</td>
<td>citizen</td>
<td>economy</td>
</tr>
<tr>
<td>navy</td>
<td>sailor</td>
<td>suspicious</td>
<td>soldier</td>
</tr>
</tbody>
</table>

Writing Task:

Using evidence found in the following documents, your knowledge of our readings, and at least four of the vocabulary words from above, please describe the events that contributed to the start of the War of 1812.
1. Look carefully at the map. What countries are labeled on the map?

2. What do you think the dotted lines represent?

3. What do the ships represent?

4. How does this document help to explain a reason why the War of 1812 began?
1. Make a list of everything you see.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Actions</th>
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<tbody>
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</table>

2. Where are men in this picture? Describe the expressions on the men’s faces.

3. Based on what you have learned about the time period, why do the men have these expressions?

4. What connection can you find between Document A and Document B?

5. How does this document help to explain a reason why the War of 1812 began?
1. Make a list of everything you see.

<table>
<thead>
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</table>

2. Describe the two groups of people in each picture.

3. Based on what you know about the time period, why would these two groups be fighting?

4. How does this document help to explain a reason why the War of 1812 began?
Presidents have to make hard choices. James Madison had to decide whether to side with the War Hawks or with the merchants. The War Hawks felt a war was needed. They were scared of Native Americans. They were angry with the British. They complained about impressment. They complained that the British were selling guns to Native Americans. The merchants did not want war. War would mean less trade between countries. War would mean sunken ships and lost goods. In the end, President Madison sided with the War Hawks. On June 18, 1812, the United States declared war on Great Britain.

The Americans were in for a hard fight. The British had a huge army. They also had the world’s biggest navy. But the British were already at war with France. They could only send some of their troops to fight the United States. That was a good thing for the Americans. It meant that the United States would have a better chance of winning.

1. Why did the War Hawks want to go to war?

2. Why didn’t the merchants want to go to war?

3. Why were the Americans in for a hard fight?

4. What gave the Americans a chance of winning?

5. How does this document help to explain a reason why the War of 1812 began?
Writing Task: In one paragraph, describe the events that contributed to the War of 1812.

- Use at least one piece of evidence from each document. After a piece of evidence from a document, put the document letter in parentheses. For example, “George Washington was the top army general for the Continental Army (Doc. B).”
- Correctly use at least four of the vocabulary terms from this DBQ in your paragraph.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
There were many reasons the war of 1812 began; they did not let the USA trade with France. Clock at 20 they wanted to stop impressment. the British navy were stealing the USA traders. France beat the hate of America. They were fighting with America. America soldiers were mad at the hate of Americans. The British are giving guns to the hate of Americans. Does that mean they were planning a fight or a war?
They had a better chance of winning. They were sickened or hate of Americans. War was bad.

Dock D. That's all I knew about the war of 1921 began by.
There were many reasons why the war of 1812 began. The British were stopping the USA from trading. The British were stopping them because the Americans were trading with France and the British were fighting France. So the British were trying to stop them. Therefore, the Americans were trying to stop them. They were trying to stop impressment because the British were forcing the Americans to be sailors on there ships. (Doc. B) Americans thought the British were selling guns to Native Americans. The Americans thought the British were selling guns to the Native Americans because the Native Americans didn’t have guns. (Doc. C) The war started.
Convinted preedent madish And the
British were siting France. This document
explained why the war of 1812 began because
the British were siting France early so
they'd only have to send some of
their army. (Doc'd) These are the reasons
why the war of 1812 began.
Directions: Look closely at the picture on the slide
Quietly write as many questions as you can about the picture for three minutes.
Second Grade DBQ – Core Knowledge – Fighting for a Cause

A DBQ (Document Based Question) is an authentic assessment where students interact with historical texts. Document Based Questions were first used in high school AP classes. But after several years of using DBQs in grades 4-12 in WCSD for all students, it was determined that the same skills could be practiced with students in K-3. A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions, assimilate and synthesize information from several documents, and then respond in writing to an assigned task, by using information gleaned from the documents, as well as, their own knowledge. For grades K-3, these tasks have been refined to include pictures and text from the Core Knowledge units of study. In this way, students who have been immersed in a unit of literacy study are able to demonstrate their knowledge of the unit while also practicing the skills used in social studies in later grades with a DBQ.

This DBQ is aligned with the Core Knowledge Listening and Learning domain, Fighting for a Cause. It is meant to follow the unit so that students have already been exposed to the knowledge and vocabulary gained from the read alouds.

With prompting, scaffolding, and support, the students will review the series of pictures and text to explore the people and the cause or causes that each historical figure fought for. This DBQ can be completed in two ways: the students can review all of the documents and then choose two people to write about, or the students can choose two people first, then review only those two documents. After reviewing the documents, students will compare and contrast these two people and their accomplishments, then write to the prompt independently.

Helpful Vocabulary:

civil rights
discrimination
admirable
activist
courage
suffrage
boycott
injustice
nonviolence
human rights
segregation
obstacles

Writing Task:

Throughout history, people have fought for equal rights for themselves and others. Using evidence found in the following documents, your knowledge of our readings, and at least four of the vocabulary words from above, please compare and contrast the lives of two of these people and the causes they fought for.

Teacher Notes:

1. Students should be given the opportunity to discuss the documents with partners and/or small groups. Students should not be expected to work through the documents independently. The teacher should monitor their understanding of the documents through whole group discussion before moving on to the independent writing task.

2. As a teacher, you know your students and where they are on the developmental spectrum in writing. After the students have a solid understanding of the documents, the students are expected to tackle the writing piece independently. However, please scaffold and support this writing as needed by your students. For example, you could provide additional support through shared writing beforehand as an example, or provide additional graphic organizers as needed.

3. Allow for several class sessions to complete this DBQ.
Name ____________________

Second Grade DBQ – Core Knowledge – Fighting for a Cause

Helpful Vocabulary:
civil rights    discrimination    admirable    activist
courage        suffrage        boycott        injustice
nonviolence    human rights    segregation    obstacles

Writing Task:
Throughout history, people have fought for equal rights for themselves and others. Using evidence found in the following documents, your knowledge of our readings, and at least four of the vocabulary words from above, please compare and contrast the lives of two of these people and the causes they fought for.
Susan B. Anthony was born in 1820. Susan’s family was different from other families. They were Quakers. They did not judge people based on color or whether they were male or female. Susan’s parents wanted her to receive a good education, but back then only boys went to school. When Susan was six years old, she went to school. One day, a teacher at the school refused to teach Susan a difficult math problem because she was a girl. As a result, her parents decided that she should be educated at home. She eventually became a teacher, but quickly discovered that female teachers earned less money than male teachers for doing the same job.

1. Describe what Susan’s family was like.

2. How did Susan’s family help her receive an education?

Later, she met some brave people who were trying to abolish, or end, slavery in the United States. These abolitionists held secret meetings in her family’s home. Susan decided that she would join the fight to abolish slavery. Susan helped to organize women’s groups to speak out about slavery. Susan and her supporters traveled in horse-drawn carriages and communicated by letter. Newspapers printed articles that criticized her views and called her a trouble-maker. She did not care. She was fearless.

3. What did Susan decide to do after meeting the abolitionists holding meetings in her family’s home?
4. What did people think about Susan when she was fighting for the rights of slaves? How did Susan react?

After the Civil War, the laws were changed so that former slaves became citizens, and male slaves were given the right to vote. Susan was happy that the former male slaves had gained these rights, but was unhappy that women did not have the same rights. Her next fight was about to begin. At this time, women had very limited roles, or small jobs in their communities. Many people did not think it was important to educate girls. Women were not allowed to become doctors or lawyers.

Susan joined forces with other women to campaign to give women suffrage, or the right to vote. She traveled all over the country speaking for women’s suffrage, organized petitions, and wrote newspaper articles. She helped to start the National Suffrage Association. In 1872 she and several other women cast their ballots for the president of the United States, fifty years before it was legal to do so. Susan was arrested and charged with illegal voting. Her arrest caused a national uproar. She was fined $100, but refused to pay the penalty.

5. What cause did Susan fight for after the Civil War ended? Describe the ways she fought for that cause.

By the end of the nineteenth century, people’s views about Susan began to change. She had become a national heroine. She continued to travel around the country speaking for women’s voting rights. Now, people couldn’t wait to hear her speak. She became President of the National American Women Suffrage Association, a job she held until the age of eighty, when she retired. Susan died six years later on March 13, 1906. She had worked for more than fifty years, half a century, for women’s rights. Although she did not live to see women get the right to vote, she had helped to make it happen.

6. How did Susan B. Anthony change the lives of people in the United States?
Anna Eleanor Roosevelt was born in 1884. Her family was very wealthy, but they believed in helping those less fortunate. From an early age, Eleanor learned to care about people who struggled to survive. Eleanor did not have a happy childhood. For part of it, Eleanor and her brother were raised by their grandmother. Her grandmother was very strict because she did not let Eleanor read books in bed, and she made Eleanor wear long, black stockings – even in the summertime! When Eleanor was fifteen, she was sent to an English boarding school for girls. She was very happy there and developed a love of learning.

1. In your own words, describe Eleanor’s early life.

When Eleanor was eighteen, her uncle, Theodore Roosevelt had just become president of the United States. Eleanor attended parties where wealthy young girls might meet wealthy young boys to marry. Eleanor met Franklin D. Roosevelt and eventually they married. In 1911, Franklin began working as a politician in New York. Then in 1921, he was stricken with polio, a disease that can cause paralysis. Because of the polio, Franklin could not get around easily and was afraid that he would no longer be able to become president one day. Eleanor was determined to do everything she could to help her husband. Nine years later, with Eleanor’s help, Franklin became the thirty second president of the United States.

1. What happened to Franklin Roosevelt that made him think he could no longer be president? How did Eleanor react?
This was one of the most difficult times in American history. Millions of people were unemployed, or without a job. Many were hungry and desperate. Eleanor traveled all over the United States, acting as her husband’s “eyes and ears”. She told Franklin what she saw, and that helped him make decisions. Eleanor convinced her husband to create an advisory group called the “Black Cabinet” to find ways to improve the lives of African Americans living in poverty. Eleanor also campaigned for the rights of Native Americans. She highlighted the fact that they were being pushed off their land, and that their way of life was continually being threatened.

2. How Eleanor was the “eyes and ears” for her husband while he was president?

In 1939, Eleanor took a stand against discrimination. Eleanor belonged to an organization called the Daughters of the American Revolution. This organization would not allow a talented African American singer named Marian Anderson sing at a hall they owned in Washington D.C. Eleanor left the organization. Then she got permission for Marian to sing at the Lincoln Memorial where seventy-five thousand people came to support her and hear her wonderful voice.

3. What did Eleanor do when the Daughters of the American Revolution would not allow Marian Anderson sing at their hall?

Even after her husband’s death, Eleanor continued to work for human rights. She was asked to work at the United Nations, whose goals include reducing poverty and helping all people in need. She helped write an important document called the Universal Declaration of Human rights which states that all people should have the right to work, the right to rest, the right to an education, and the right to share in the life of their own community. Eleanor considered this to be her biggest achievement.

4. In your own words, describe the causes that Eleanor fought for even after her husband died.

5. How did Eleanor Roosevelt change the lives of people in the United States?
Mary Jane McLeod was born in 1875, on her parents’ small farm in South Carolina. She was the fifteenth of seventeen children. Mary was the only member of her family to go to school and receive an education. It wasn’t easy for Mary to go to school – she walked five miles to school each day, and then she walked home again. Mary didn’t mind because going to school was a privilege that few African Americans children had – especially girls. She learned quickly and easily and then raced home to teach her brothers, sisters, and her neighbor’s children what she had learned at school. When Mary was thirteen, she received a scholarship to study at a school for African American girls. Mary’s mom was very proud of her and made a special dress for her to wear at her new school.

1. In your own words, describe Mary’s early life and education.

After graduating from school, Mary returned to South Carolina to become a teacher at the school she once attended. She was determined to educate African American children and soon decided to start a school of her own. Later, Mary moved to a town in Florida where many African American men were helping to build a railroad there. Mary began to teach the children of these men how to cook and sew, as well as reading, writing, and math. Not everyone liked what Mary was doing. They tried to scare her in hopes that she would close her school and leave town. Mary would not be bullied.

2. What did Mary decide to do after she graduated?

3. What did Mary do when she first moved to Florida? How did people react?
Three years later, Mary moved her school to a new and larger location. This school eventually became a university which still exists today. Mary also opened her own hospital where African Americans came to receive treatment. Mary joined forces with various groups who were campaigning for the right for women to vote. Mary opened up a library that provided free reading material to anyone who wanted it. She held classes at night so that African American men could learn to read and write. At that time, many African American men weren’t always able to vote because they had to be able to read and write. Mary wanted to give these men the opportunity to go to school to learn these skills and therefore be able to vote. Once again, people tried to scare Mary away. Mary ignored them and continued her work.

4. Three years later, Mary moved her school to a larger location. What other things did Mary do besides opening up a new school?

5. Once again, people tried to scare Mary away. How did Mary react? What does this tell you about her?

Mary’s efforts had not gone unnoticed. Three U.S. presidents asked Mary for advice. For many years, Mary worked closely with Eleanor Roosevelt and became Director of the Division of Negro Affairs and of the National Youth Administration. Mary wanted all African Americans to become fully involved in American society. She received many honors for her work. A statue of Mary was placed in Lincoln Park in Washington, D.C.

6. In what ways is Mary honored for her hard work?

7. How did Mary Jane McLeod change the lives of people in the United States?
Jack Roosevelt (Jackie) Robinson was born in 1919, in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers – people who worked the land for others for very little pay. When Jackie was a baby, his father left the family. His mother moved the family to Pasadena, California, to be near relatives who would help her raise her family. His mother worked many different jobs to support her family. Despite hardships, Jackie grew up in a close and loving family.

From an early age, Jackie was a talented athlete. When he went to high school, his brothers encouraged him to play sports. Jackie played football, basketball, baseball, and tennis, and he ran track, too. After high school, Jackie went to a junior college and played sports there, too. Before long, the University of California in Los Angeles offered Jackie an athletic scholarship. While there, Jackie proved himself to be a good student and an amazing athlete. When he left college, he played football in Hawaii, then joined the United States Army when World War II began.

1. In your own words, describe Jackie’s early life and education.

Growing up, Jackie had been aware of discrimination. When he joined the army, he realized there was discrimination there, too. Jackie felt the need to challenge these attitudes. He refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not determine where he could or could not sit.

2. How did Jackie face discrimination after he joined the military?
Jackie left the army toward the end of the war and began to play baseball for the National Negro League. It was in this league that African Americans were allowed to play baseball. One day, a man named Branch Rickey saw Jackie play. Branch was the president of the Brooklyn Dodgers. He thought Jackie was an incredible player and wanted Jackie to play for his team. The only problem was that the Brooklyn Dodgers was an all-white team.

Branch met with Jackie and explained that he wanted Jackie to be brave and “break the color barrier”. Jackie needed to be strong enough to show self-control and courage because fans and his teammates might treat him badly. Jackie agreed to join his team and not fight back. Jackie joined the team and played well. During this time, he was not allowed to stay in the same hotels as his teammates, or eat in the same restaurants. Some players did not want to play with him. But one teammate, Pee Wee Reese came to his defense. “You can hate a man for many reasons,” Pee Wee said, “Color is not one of them.”

3. What did Branch Rickey want Jackie to do?

People called him names, and some of his teammates would not sit with him. But Jackie focused on playing, even when pitchers threw balls and tried to hit him. One time, a player tried to intimidate him by cutting Jackie deliberately on the leg. Jackie refused to quit. Jackie could run, hit, steal, bases, and play second base like nobody else. Jackie retired from baseball in 1957 after helping the Dodgers play in six World Series and becoming Rookie of the Year in 1947 and the most valuable player in 1949. He was the first African American to be inducted into the Baseball Hall of Fame. Major League Baseball also retired his number in 1997, which means that no other player on any team can ever wear number forty-two. Jackie proved that the world of professional sports is far better when everyone can participate in it.

4. What types of discrimination did Jackie face while he played baseball for the Dodgers?

5. How did Jackie respond to the discrimination? What does this tell you about him?

6. How did Jackie Robinson change the lives of people in the United States?
Rosa Parks was born in 1913, in Tuskegee, Alabama. Rosa grew up on a small farm with her brother, mother, and grandparents. Rosa was a happy child and loved her family, but she lived at a time and place where African Americans faced discrimination. This was especially true in the South, where Rosa lived, because in that part of the United States there was segregation. Because of segregation, African Americans and white people did not go the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats.

When Rosa was a little girl, she attended a school that was just for African American children. Far too often, there weren’t enough desks or school supplies for the students. When Rosa was sixteen years old, she had to leave school to take care of her grandmother and mother who had both become ill. To help support her family, Rosa worked in a shirt factory. When she was nineteen, she married Raymond Parks, who was actively involved in the National Association for the Advancement of Colored People (NAACP). This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved in the organization.

1. In your own words, describe Rosa’s early life and education.

On the evening of December 1, 1955, Rosa’s work day had ended and she was rushing to catch the bus to take her home. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat in the middle of the bus. Before long, all of the seats on the bus were full and several white people were left standing. The bus driver had the authority to move people, and ordered several African American people to give up their seats. All of them did as he asked, except for Rosa. The bus driver called the police, and Rosa was arrested and taken to the police headquarters.
Rosa had refused to move, and now others would show their support for her. It was decided that hundreds of African Americans who rode the buses to work would walk instead. The NAACP began to organize what became known as the Montgomery Bus Boycott. The boycott lasted for 382 days. Without passengers to ride the buses, the buses couldn’t afford to run. Businesses were disrupted. Many white people supported the boycott, too. On November 13, 1956, the United States Supreme Court decided that Montgomery’s segregated bus seating was unconstitutional, or against the law. The boycott ended, and the buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.

2. On December 1, 1955, something happened to Rosa that changed her life and the lives of many others. What happened on that day?

3. After Rosa was arrested, many people participated in the Montgomery Bus Boycott and refused to ride city buses. What was the result of that boycott?

Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement”. She remained an active member of the NAACP and showed her support of Martin Luther King Jr. by participating in civil rights marches. She received several awards for her courage and her work. She received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

4. Why was Rosa called the “mother of the civil rights movement”?

5. How was Rosa honored for her work?

6. How did Rosa Parks change the lives of people in the United States?
Martin Luther King Jr. was born in 1929, in Atlanta, Georgia. Martin had an older sister and a younger brother. They lived in a loving home with their parents and grandparents. Martin’s father, Martin Luther King Sr., was the pastor of Ebenezer Baptist Church in Atlanta. Martin was a member of his father’s church. Martin was a bright boy and began attending school when he was five. Because he was such a good student, Martin skipped two grades. He started college when he was just 15 years old. At first Martin considered becoming a doctor or a lawyer, but he later changed his mind and decided to become a minister like his father and grandfather before him.

1. In your own words, describe Martin’s early life and education.

In college, Martin met a beautiful young lady named Coretta Scott. She had been studying music in Boston. They married and moved to Montgomery, Alabama, where Martin became the minister of the Dexter Avenue Baptist Church. Martin had experienced discrimination growing up in the South and thought it was humiliating. And so, being a pastor, Martin decided that he would become a civil rights activist.

When Rosa Parks challenged racial segregation, and a bus boycott began, Martin was asked to be the leader of this movement. The African American community stood together under his leadership. They refused to ride the buses until they were able to choose a seat freely. African Americans living in the South where segregation was legal began to protest. They held “sit-ins” at lunch counters that would not serve them. People rode from state to state and protested peacefully in places that practiced segregation.

2. How did Martin become involved in the civil rights movement?
3. How did the African American community protest under his leadership?

During one demonstration in Birmingham, Alabama, Martin was sent to jail. There he wrote his famous “Letter from the Birmingham Jail” where he explained that it was his view that fair laws must be obeyed, but unfair laws, such as segregation, must be ignored. The following year, he led a march into Washington D.C. to pressure the government into changing segregation laws. There he delivered his famous “I Have a Dream” speech when he said that he hoped for a day when people would be judged not by the color of their skin, “but by the content of their character”.

4. Explain what Martin wrote in the “Letter from Birmingham Jail”.

Later, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize. Martin donated the $54,000 award money to a number of civil rights groups. Martin often felt threatened and feared for his own safety and that of his family. He was jailed thirty times, but he was a peaceful warrior who fought with his words. Sadly, Martin was killed while in Memphis, Tennessee while supporting workers who were not being treated fairly.

5. What did Martin do with the money he received from the Nobel Peace Prize? What does this tell you about him?

Because of Martin Luther King Jr. and those people involved in the civil rights movement, a law was passed called the Civil Rights Act, which banned segregation. This was followed by a law called the Voting Rights Act which removed any restrictions on the right to vote for African Americans. Martin Luther King Jr. had led the way for a better, brighter future. Now, we remember him with a federal holiday in Martin’s honor on the third Monday in January. A monument was also built near the Lincoln Memorial where Martin delivered his famous “I Have a Dream” speech.

6. What important events happened after Martin was killed?

7. How did Martin Luther King, Jr. change the lives of people in the United States?
Cesar Estrada Chavez was born in 1927, in the Gila River Valley, near Yuma, Arizona. Cesar was the second of six children. Cesar was named after his grandfather who had come to the United States from Mexico in the 1880’s. Cesar’s grandfather had settled on a small ranch in the Gila River Valley. The Chavez family worked hard, and their farm was prosperous. Then the rain stopped falling in the Gila River Valley – first one year, and then the next. Without rain, the crops could not grow, and the cattle died. There was nothing to do but sell the ranch.

Cesar and his family moved to California to become migrant workers, traveling from farm to farm, picking fruits and vegetables during harvest time. Like most migrant workers, Cesar and his family were poor and often treated unfairly by the people who hired them. They were paid very little money for the work they did, and that work was very difficult.

Cesar’s family was considered to be Hispanic because they were originally from the Spanish-speaking country of Mexico. Hispanic people, just like African Americans, faced discrimination and segregation. Although it wasn’t easy, Cesar did go to school in various places in California. Cesar was not able to go on to high school because he was wanted to work in the fields. However, during World War II, Cesar wanted to serve his country. He joined the navy, and his family was very proud of him. After two years, Cesar returned to his life as a migrant farmworker. Soon after his return, he met and married Helen Fabela.

1. In your own words, describe Cesar’s early life and education.

2. What important event in Cesar’s life caused him to become a migrant worker?

Cesar continued his work as a migrant farmworker. The work was hard, the hours were long, and many workers found that their health suffered. When they became injured or sick, they found it difficult to pay their medical bills. Migrant workers did not earn money when the weather was bad or when they were waiting for the crops to ripen. Cesar believed that migrant workers deserved to be treated more fairly. He set out to change the treated of farmworkers.

3. In what ways is the life of a migrant farmworker difficult?
One day, Cesar met an organizer for a social service group known as the Community Service Organization (CSO). This organization wanted to improve the lives of Latino people. Cesar began to volunteer for the CSO and went farm to farm, helping farmworkers become U.S. citizens and register to vote. Immediately, some of the farm owners thought Cesar was a troublemaker.

4. Why did some farm owners think Cesar was a troublemaker after he began working for the CSO?

In addition to speaking Spanish, Cesar spoke very good English. As a result, he was able to communicate with both the farm owners and the farmworkers. Slowly, many farmworkers became brave enough to attend meetings and rallies organized by Cesar. Without intending to, Cesar had become a labor leader and civil rights activist. He created a union for the workers which was eventually called the United Farm Workers.

One time, some grape growers in Delano, California had decided to cut the little pay the farmworkers received. Cesar responded by organizing a strike, and many farmworkers refused to harvest the grapes. He also organized a march, and thousands of farmworkers set off for the state capital of Sacramento. People across the nation noticed what was happening and refused to buy California grapes. Without their workers, the farm owners would lose money. They agreed to discuss higher wages and health care for the farmworkers.

5. How did the strike and march against the grape growers help the migrant farmworkers?

Cesar continued his work with the United Farm Workers fighting for the rights of poor migrant farmworkers who seemed to have no voice in society. Cesar Chavez died in 1993. Thousands of people attended his funeral. One year after his death, Cesar was awarded the Presidential Medal of Freedom, the highest civilian honor in the United States.

6. How was Cesar honored for his work?

7. How did Cesar change the lives of people in the United States?
Use this venn diagram to compare and contrast the two people that you chose. Write each of their names at the top of each circle. Inside the circles, write what was different about each person and their causes. In the middle, write about the similarities.
Writing Task: In one paragraph, compare and contrast the lives of two of the people from the documents and the causes that they fought for.

- Use the venn diagram to help you remember the similarities and differences of the two people and their causes.
- Use at least one piece of evidence from each document. After a piece of evidence from a document, put the document letter in parentheses. For example, “George Washington was the top army general for the Continental Army (Doc. B).”
- Correctly use at least four of the vocabulary terms from this DBQ in your paragraph.
## CCSS Writing Research Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.CCRA.W.7</td>
<td>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
<td>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td>Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a given topic and use them to write a sequence of instructions).</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.CCRA.W.8</td>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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<tr>
<td>CCSS.ELA-LITERACY.CCRA.W.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td></td>
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<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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</tbody>
</table>

- **Kindergarten**: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **Grade 1**: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- **Grade 2**: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **Grade 3**: Conduct short research projects that build knowledge about a topic.
- **Grade 4**: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **Grade 5**: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
**The Concept of Transfer**

To write effectively students need:
- A solid knowledge base for their ideas
- A focus through which think about the frame and knowledge
- The tools: structure and craft techniques
- An expectation of “sense-making,” knowing what if feels like to make sense in writing

**What it Takes for Transfer to Happen**

- Adequate initial learning: a deeper dive into the content and the craft and a step out of the conceptual into the practical
- Time to learn and make connections
- Experience in self-monitoring
- Motivation and prior success with challenges

<table>
<thead>
<tr>
<th></th>
<th>Strawberry Taste Test</th>
<th>Mystery Bag</th>
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</thead>
<tbody>
<tr>
<td>How does this experience incorporate the research standards for Kindergarten?</td>
<td></td>
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</tr>
<tr>
<td>How does this experience build knowledge and vocabulary</td>
<td></td>
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<tr>
<td>How can this be used to develop transfer?</td>
<td></td>
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<tr>
<td>How could this teacher take research to the next level with these activities (incorporating writing)</td>
<td></td>
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<tr>
<td>How could this lesson be adapted across elementary grades to purposefully call out research?</td>
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</table>
Research Pack Basics: An Introduction to the Research Packs

Welcome to the Research Packs! You and your students are about to set off on an adventure where you will explore new and important information about the world of science. In the process, your students will be

- **Reading** carefully and thoughtfully. They will work with texts – successfully – that expand their world of knowledge and understanding.

- **Thinking**, not only like a scientist, but also as a critical thinker and a problem-solver.

- **Writing**, where they will pull together what they have learned in fully-developed, grade appropriate informative writing pieces that communicate what they know and understand. Perhaps best of all, all of this will be manageable for you as the teacher!

First, the “why” Increasingly, research is confirming what teachers’ long experience with working with children has been telling us – content matters. Knowing important stuff matters. Vocabulary matters. Children who know about the world, know the words and ideas that are part of that understanding, and can work with those ideas orally – these children are well-positioned to succeed in school from the earliest grades on. One crucial way to gain content knowledge and understanding is by successfully reading rich (and accurate!) texts. The more students are able to gain meaning from reading, and the more they learn to gain that meaning on their own, the better they are able to learn – not just about the topic at hand, but about any content down the line. (In a very real sense, the more one knows, the more one is able to know!). This requires attention to a volume of connected reading to gain deep understanding of that body of knowledge. Reading successfully is about gaining information, gaining many small bits of knowledge, but it is much more than that. As students are guided to read successfully, they develop habits of mind that go beyond what they are reading in any one task. They begin to recognize that reading a text is not a single, isolated experience – rather, it is a series of “building experiences” where reading and re-reading and re-reading again yields deeper and richer understanding of the content. Students see themselves – correctly! – as capable readers and meaning-makers. They come to expect to make meaning from text. Finally, when students synthesize understanding in writing, they create a coherent chunk of meaning about that content. Putting ideas together, grounded in evidence from the texts they have read and discussed, helps students in two crucial ways. First, it helps them pull together what they know into a “sense-making” experience. The content they have written about is now synthesized into connected, clear understanding. Second, writing a successful piece helps create a “mental map” for students of what clear, logical, connected thought can look like – in other words, it creates a model for students of effective, text-based writing and thinking that they can carry forward to new tasks.

Now, the “what”

**Science content.**

Each Research Pack is based on a particular science standard from the Next Generation Science Standards and is designed to help students build strong understanding of that science standard/concept. In each Research Pack, a particular science standard creates the core of the
content understanding that students are learning.

**Central research question**

Each Research Pack is built around a central “research question” to focus the work students will do. This question guides the final informative piece that students write, and therefore also the reading and thinking that students will do as they hone in on the knowledge and understanding the research is building. Students research, not to gather a collection of loosely related facts, but to build deep understanding of science concepts and content.

**Carefully selected texts**

Each Research Pack uses several texts directly related to the science content understanding that students are building as well as some vetted internet resources. These could be supplemented, especially at the independent level, if the teacher wishes to do so, but are also sufficient as they are. They have been chosen both for their content and text complexity level. The class shares text sets for research, keeping initial costs of setting up the project low. The Research Packs themselves are available for free, online, under a Creative Commons license.

**“Rule of Three”**

Each Research Pack has been designed with the “rule of three” in mind. This means that, for all grade levels:

- The first **research experience** in the pack is completed as a **full class** and is very highly guided and scaffolded. The idea here is that this kind of research/thinking/writing work is new for students, and strong and specific, guided instruction is needed. In this first research experience, teachers are not “seeing if” students can research, understand, and then write – they are “making sure” that students can research, understand, and then write.

- The second **research experience** focuses the **same science understanding**, but this time students are working with new content in **small groups**. The teacher is still very available for assistance, but students are using the same approach as they did the first time with somewhat more independence. In this less guided research experience, students will center their research on the same science standard and the same research question, but new text. Groups will work together to read, to take notes, to gather evidence. Then each student, writing in chunks, will write an individual informative piece that synthesizes his or her understanding.

For grades 3-5 only:

- Older elementary students now complete a third, independent part of the research project. The **third research experience** again uses the **same science understanding**, but this time students are using a now-very-familiar approach to read, think, and write more **independently**. By this time students will have built some successful approaches and habits of mind (and content understanding) from the two earlier experiences. They are well-positioned to read, think, take notes, and write successfully on their own.

NOTE: it’s important to remember that these Research Pack materials can be used flexibly. Classrooms are different, and available time is different. For example, a teacher may choose to use only the highly guided experience in this set. He may choose to use the highly guided and small group experiences, and omit the independent. He may choose to add an independent component for younger students as enrichment. There are undoubtedly other approaches as
What we would NOT recommend is leaving out the full group, highly-guided “research experience.” It is critically important that research – reading, re-reading, talking, note-taking, writing – is successful for students. That can happen only in the presence of strong, effective instruction.

Finally, the “how”

How has the Research Pack been designed? What does the project look like?

The full Research Pack sequence will take about six weeks of daily work (30-45 minutes per day) at grades 3-5 and 4 weeks at grades K-2. When the project is complete, students will have researched several different aspects of a topic (for example tornados, earthquakes and hurricanes in a Pack on natural disasters) and written 2-3 research “reports” that meet the expectations of CCSS aligned informative writing.

Each research experience is divided into two parts: In Part 1, students “become an expert”. In these sessions, students work closely with text to develop a rich and full understanding of the science content and gather and organize the information they will need to write about their research question. The strategies they learn for finding, recording and organizing information are applicable to other research tasks, and can be easily adapted to other content areas where students need to draw evidence from text, including social studies and literature.

In Part 2, students “share the knowledge” they have gained by writing about it. In these sessions, students work with the science knowledge they have developed, as well as writing craft and structure, to create an informative piece that constructs and clearly communicates the understanding they have gained. Here again, students will learn and practice the basics of writing an informative/explanatory piece, a foundational skill applicable in many different contexts.

Throughout the Research Pack, students will see icons that correspond to the stages that the lessons will take them through as they read, learn, think, and write. Each represents a step in the research process.
Becoming an Expert: Working with Complex Text to Answer a Research Question

Session 1: Where Am I Going?

In this session students get a sense of the central text. Since this is all informational text, it is important for students to get a sense of the sources they will be working with, who wrote the text, how the text is laid out, and what they are likely to learn from it. They are given the central research question for the whole research experience. Then, they preview the central source to better understand aspects of text structure that will help them to efficiently locate the information they need.

Sessions 2 & 3 Reading the Text

Reading the central text generally takes two sessions. Students do a first reading for a “gist understanding.” Then they return to parts of the text for a close read where they are guided to look closely at important sections, using carefully chosen text-dependent questions that will help build meaning of the science content (and which are key to effective writing at the end).

Session 4 Reading for Evidence

At this point, students move from a strong overall “background understanding” of the science content to a more focused understanding. They re-visit the research question to read the text again. They mark the text for evidence (information that will help them answer the research question), using sticky notes. Younger students find and record evidence as a group. Older students work toward finding information independently.

Session 5 Recording Evidence

Now students are ready to record the evidence they identified. Using a chart / note-catcher, they record the evidence. They do this using a
combination of domain specific vocabulary and their own words. These notes will form an invaluable “bridge to writing” for the work to follow.

Session 6 Additional Evidence / Focus Statement

Then, students take an important step. Looking at the information they have gathered to “answer the question”, they craft a Focus Statement that clearly and accurately addresses the research question. This Focus Statement will be the main idea (focus) of the written piece.

Session 7 Working with Evidence

Here students make the evidence their own. Depending on the particular grade level, they will use oral processing to talk through the evidence, draw the evidence, perhaps pantomime or even act out the evidence. Using activities, they will make this knowledge their own. This is a key step before writing – students cannot write what they could not have spoken.

Once students have gathered information, they will synthesize and deepen their understanding of the science concept they have researched by writing an informative/explanatory piece. Each step of the writing is carefully explained and supported, using a model.
Sharing the Knowledge:

Writing an Informative/Explanatory piece

Session 1 Analyzing a Mode

Students will be writing an informative/explanatory piece in order to convey a fairly complex science concept. Often, students have not seen this type of writing before, or done it themselves. In this session, students work closely with a model piece of writing. It will be similar in structure to the piece they themselves will write, and similar in type of thinking, but will be about different content.

Session 2 Writing an Introduction

Students will write an introductory sentence (primary grades) or paragraph (grade 3-5), drawing on both the model and class instruction. This will include the Focus Statement that answers the research focusing question. They will revise and edit before moving on to write the body of the piece, which will develop their thinking.

Session 3 Writing the Body of the Piece

Here, students will use the evidence they have already gathered to construct their first detail sentence (primary grades) or body paragraph (grades 3-5). They will revise and edit before moving on to the next part of the piece.

Session 4 Writing the Body of the Piece

Now students use the evidence they have already gathered to add more detail or write a second body paragraph. Again, they will revise and edit before moving on to the conclusion.

Session 5 Writing a Conclusion

Students write a concluding paragraph or statement for the piece. What the conclusion may look like will depend on the age and/or level of the students.

Session 6 Final Revision and Editing, Adding a Visual

With the first draft of the report now complete, students use a grade specific standards-based checklist to go back over their own writing and make final revisions and/or corrections. They then create a visual (drawing, photograph, etc) to enhance the meaning of the piece.
Session 7  *Share and Celebrate*

In a variety of ways, students share and celebrate their writing with each other. This section also offers resources for further learning about the topic.

**And now, back to the “why”**

Students then repeat this cycle of research and writing to explore other aspects of the topic with increasing independence. They gradually build a rich knowledge base and internalize skills and habits of mind essential for lifelong learning.

Working on each research project takes time, but in the process, students learn much, not only about the topic they have been researching, but about how to read complex text, find and make sense of information, and write a clear, focused piece to share their thinking.

And, of course, it’s always fun to become an expert!
My Class Research Project on Animals in Groups
Research Question:
How does living in a group help animals survive? (focus on wolves)

Note: Sample responses are included for teacher reference, actual student responses will vary.
Research Project Overview

Research Question: How does living in a group help wolves?

The “Rule of Three”: A Plan for Gradual Release of Responsibility

ENGAGEMENT: Students listen to the book Animals That Live in Groups by Kelsi Turner Tjernagel to learn how living in groups can help animals survive.

INSTRUCTION Project #1: After reading the anchor text aloud, the class focuses on the whole book for a first read. After the first read students re-read and do a close reading of certain sections of the text that address the focusing question. Together, the class does research, takes notes and writes a class report on how living in groups helps wolves to obtain food and defend themselves.

GUIDED PRACTICE Project #2: After the class research report described above on wolves, the class works in small groups to research a different wild animal. The teacher provides instruction as needed, but the small groups of students work more independently and support each other as a group. The class divides into four study groups: wild dogs, chimpanzees, lions, and dolphins and whales. Using the whole text provided and an additional resource, each group researches their animal and uses evidence from the text to take group notes that answer the focusing question/research question provided above. Each student in the group then writes an individual essay about the group's animal.

INDEPENDENT RESEARCH Project #3: The third writing research component is totally independent. Each student individually chooses a different animal to study from the books and resources available, works through the same research packet, adds one additional source to their own research, and completes a research paper completely independently.
STANDARDS ADDRESSED

NGSS Standard:
LS2.D: Social Interactions and Group Behavior
Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.

CCSS Writing Standards:
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   d. Provide a concluding statement or section.

W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Supporting CCSS Reading Standards:
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
TEXTS

Introductory Text (context/engagement): *Animals that Live in Groups* by Kelsi Turner Tjernagel

Anchor Text (full class model): *Wolf Packs* by Richard and Louise Spilsbury

Possible Student Texts (for small group and/or individual research):

*Ant Colonies* by Richard and Louise Spilsbury
*Dog Packs* by Richard and Louise Spilsbury
*Chimpanzee Troops* by Richard and Louise Spilsbury
*Dolphin and Whale Pods* by Richard and Louise Spilsbury
*Lion Prides* by Richard and Louise Spilsbury

“African Wild Dog”:


**SAMPLE STUDENT RESPONSES**
Below are sample student responses similar to those expected of students at the end of this sequence. Actual responses will vary. *This section is for teacher reference only. DO NOT SHARE WITH STUDENTS.*

**CLASS RESEARCH PROJECT (Wolves)**

**SAMPLE GRAPHIC ORGANIZER FOR FULL CLASS ESSAY WRITING**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do wolves work together to obtain food?</td>
<td>How is this helpful for wolves?</td>
</tr>
<tr>
<td>Hunt large animals - deer, elk, moose</td>
<td>More than one can take down a large animal</td>
</tr>
<tr>
<td>Alpha wolf picks one and the pack chases - young, old, injured prey</td>
<td>Prey can’t run as fast and is outnumbered</td>
</tr>
<tr>
<td>Young wolves watch older wolves hunting</td>
<td>When old enough to hunt they know what to do</td>
</tr>
<tr>
<td>Pack brings back food for pups</td>
<td>Pups need more meat than parents can provide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do wolves work together to defend the pack?</td>
<td>How is this helpful for wolves?</td>
</tr>
<tr>
<td>Chase off large animals like bears - steal food, kill pups</td>
<td>Pack can sometimes scare a bear away</td>
</tr>
<tr>
<td>If bear attacks, wolves fight</td>
<td>Pack can defend itself from a bear together but not alone</td>
</tr>
<tr>
<td>Howl together</td>
<td>Howling together makes enemies think there are more wolves - will leave them alone</td>
</tr>
<tr>
<td>Babysit pups to protect them</td>
<td>Pups are safe from predators</td>
</tr>
</tbody>
</table>
SAMPLE STUDENT ESSAY FOR FULL GROUP ESSAY*

Living in a group helps animals to survive. Wolves are one type of animal that live in a group. A group of wolves is called a pack. Wolf packs are made up of 5 to 12 wolves that are usually related to each other. Wolf packs have two wolves that are in charge called the alpha male and the alpha female. They rule the pack. Living in a pack is beneficial in many ways, but two of the most important ways are that it helps wolves to obtain food and to defend themselves.

To obtain food, wolf packs hunt together for large animals like deer, elk and moose. Once the pack finds a herd of animals, the alpha wolf, the male in charge, chooses young, old, or injured animals for the pack to chase. Together the pack chases that animal until it gives in. Sometimes they have to chase it for up to 3 miles. This helps wolves because they would never be able to successfully hunt a big animal themselves, so they get more food by hunting in a pack.

To defend themselves and their pack, wolves have to fight together. Other animals usually don't attack adult wolves, but some try to attack the wolf pups and also try to take the pack's food. First, packs try to chase off large animals that are bothering them. If that doesn't work, they work together to attack the intruder, and even a grizzly bear doesn't stand a chance. This is helpful to wolves because one wolf would never be able to fight off a grizzly bear by itself, so the pack has to work together to be successful.

In order to get food and defend themselves, wolf packs use teamwork. Being a wolf is tough, but when they work together, the job is a little easier.

* Note to teacher: The sample response is what you might expect from a mid-range student. Student responses will have varying amounts of evidence. This sample does not include all the evidence, and as students become more adept at this kind of writing, they may be able to include more.

Sources:
Wolf Packs, by Richard and Louise Spilsbury
“Living With Wolves”: https://livingwithwolves.org/how-wolves-hunt/
“Wolf”: http://animals.howstuffworks.com/mammals/wolf-info1.htm
**Group #1: Wild Dogs**

**Graphic Organizer**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How do wild dogs work together to obtain food?</em></td>
<td><em>How is this helpful for wild dogs?</em></td>
</tr>
<tr>
<td>Hunt in teams for large prey</td>
<td>By taking turns chasing prey they can exhaust the animal and catch it</td>
</tr>
<tr>
<td>Pairs chase prey toward the pack</td>
<td>Prey can’t escape when they are chased into the pack</td>
</tr>
<tr>
<td>Hunters bring back food for mothers and pups</td>
<td>Mothers and pups would not be able to eat if others didn’t bring them food</td>
</tr>
<tr>
<td>Bring down 80% of prey</td>
<td>Couldn’t do this if hunting alone</td>
</tr>
</tbody>
</table>

**Evidence**

*How do wild dogs work together to defend the pack?*

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together to chase off enemies like lions</td>
<td>One dog alone would not be able to chase off a lion</td>
</tr>
<tr>
<td>Injured animals cared for by rest of pack</td>
<td>More dogs survive</td>
</tr>
</tbody>
</table>

**Sources:**
1. *Dog Packs* by Richard and Louise Spilsbury
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do chimpanzees work together to obtain food?</strong></td>
<td><strong>How is this helpful for chimpanzees?</strong></td>
</tr>
<tr>
<td>Form teams to hunt small animals</td>
<td>Some chimps block the prey’s escape while others catch it</td>
</tr>
<tr>
<td>Males work together to choose territory that has lots of food and mark the borders of territory</td>
<td>Territories have enough food for the whole troop</td>
</tr>
<tr>
<td>When one chimp finds food he calls to others</td>
<td>They all have enough to eat</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td><strong>Elaboration</strong></td>
</tr>
<tr>
<td><strong>How do chimpanzees work together to defend the troop?</strong></td>
<td><strong>How is this helpful for chimpanzees?</strong></td>
</tr>
<tr>
<td>Patrol the territory</td>
<td>Keeps rest of troop safe from intruders</td>
</tr>
<tr>
<td>Work together to fight intruders</td>
<td>Working as a team means they have a better chance of fighting off intruders</td>
</tr>
<tr>
<td>Signal troop when see predators</td>
<td>Troop has time to escape</td>
</tr>
<tr>
<td>Danger call heard for 2 miles</td>
<td>Enemy is still far away so time to escape</td>
</tr>
</tbody>
</table>

Sources:
1. *Chimpanzee Troops* by Richard and Louise Spilsbury
2. “All About Apes,”:  
   http://www.enchantedlearning.com/subjects/apes/chimp/
## Group #3: Lions

### Graphic Organizer

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do lions work together to obtain food?</strong></td>
<td><strong>How is this helpful for lions?</strong></td>
</tr>
<tr>
<td>Form teams of 2 or 3 lionesses to hunt larger animals - either chase it or surround it and attack</td>
<td>With more lionesses hunting together, they can attack bigger prey</td>
</tr>
<tr>
<td>Weaker, faster females push the prey to the stronger females who take the animal down</td>
<td>Working together helps them to be more successful in their hunt</td>
</tr>
<tr>
<td>Males work together to choose territory that has lots of food and mark the borders of territory</td>
<td>Territories have enough food for the whole troop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do lions work together to defend the pride?</strong></td>
<td><strong>How is this helpful for lions?</strong></td>
</tr>
<tr>
<td>Males protect the borders by patrolling or guarding it to keep others out</td>
<td>All of the lions are protected from intruders</td>
</tr>
<tr>
<td>Males protect the borders by patrolling or guarding it to keep others out</td>
<td>All of the lions are protected from intruders</td>
</tr>
<tr>
<td>Females have to hunt even when they have small babies - have cubs at the same time</td>
<td>Other lions protect the little ones while the moms are hunting</td>
</tr>
<tr>
<td>Females have the cubs at the same time so that they can work together to keep the babies safe</td>
<td>Cubs in a group are twice as likely to survive as when they are by themselves with their mother</td>
</tr>
<tr>
<td>Males roar loudly to keep other lions away</td>
<td>Everyone in the pride stays safe</td>
</tr>
<tr>
<td>Babies and injured lions are protected by the rest</td>
<td>The pride survives</td>
</tr>
</tbody>
</table>

### Sources:
1. *Lion Prides* by Richard and Louise Spilsbury
### Group #4: Dolphin and Whale Pods

**Graphic Organizer**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do dolphins and whales work together to obtain food?</strong></td>
<td><strong>How is this helpful for dolphins and whales?</strong></td>
</tr>
<tr>
<td>Old, large whales or dolphins know where to find food</td>
<td>Need food to survive</td>
</tr>
<tr>
<td>Dolphins work together to &quot;herd&quot; the fish into shallow water to eat them one by one - orcas do the same thing with sea lions</td>
<td>Working together helps them to be more successful in their hunt</td>
</tr>
<tr>
<td>Males work together to choose territory that has lots of food</td>
<td>There is enough food for everyone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do dolphins and whales work together to defend the pod?</strong></td>
<td><strong>How is this helpful for dolphins and whales?</strong></td>
</tr>
<tr>
<td>Big dolphins and whales protect everyone by fighting off any predators</td>
<td>All of the dolphins and whales are protected from intruders</td>
</tr>
<tr>
<td>After females have their babies, the other females help them to push the baby to the surface to breathe and even babysit the young calves</td>
<td>Without the other mothers helping, the new young would die</td>
</tr>
<tr>
<td>Sometimes a whale or dolphin will try to escape a predator by swimming closer to the shore and gets caught - the others stay by the stranded one to protect it</td>
<td>They work together to keep each other safe</td>
</tr>
<tr>
<td>Bigger whales and dolphins will defend young, sick, or injured members of the pod</td>
<td>Everyone in the pod stays safe</td>
</tr>
<tr>
<td>Pods of animals send messages (sounds) to warn everyone of danger and they can escape</td>
<td>The pod survives</td>
</tr>
</tbody>
</table>

**Sources:**
1. *Dolphin and Whale Pods* by Richard and Louise Spilsbury
Becoming an Expert

Class Research Packet
Building Knowledge and Understanding through Research

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where Am I Going?</td>
</tr>
<tr>
<td></td>
<td>Text Structure</td>
</tr>
<tr>
<td></td>
<td>First Read Part 1</td>
</tr>
<tr>
<td></td>
<td>Close Read Part 1</td>
</tr>
<tr>
<td></td>
<td>First Read Part 2</td>
</tr>
<tr>
<td></td>
<td>Close Read Part 2</td>
</tr>
<tr>
<td></td>
<td>The Fab Five</td>
</tr>
<tr>
<td></td>
<td>Rolling Knowledge Journal</td>
</tr>
<tr>
<td></td>
<td>Reading for Evidence</td>
</tr>
<tr>
<td></td>
<td>Recording Evidence</td>
</tr>
<tr>
<td></td>
<td>Additional Evidence</td>
</tr>
<tr>
<td></td>
<td>Focus Statement</td>
</tr>
<tr>
<td></td>
<td>Working with Evidence</td>
</tr>
</tbody>
</table>

Research Question: How does living in a group help wolves?
What is your research question?
*How does living in a group help wolves?*

Skim your source. In one or two sentences describe what this text is mostly about.
*It's about wolf packs and the things that the packs do together.*

How will this source help you answer your research question?
*It has words and pictures that tell how wolf packs help each other to survive.*

Use the copyright information for your text to complete the section below.

**Title:** *Wolf Packs*

**Author:** Richard and Louise Spilsbury

**Type of text:** nonfiction book article website excerpt other

**Publisher:** The Rosen Publishing Group

**Publication date:** 2013
Let's take a look at how your source is put together.

1. Take a look at the Contents page. After looking at this list, what do you think the author wants you to learn about wolves? *We can learn how they hunt, what they eat, information about their babies, how they communicate, how they work together, and how they survive.*

2. If you wanted to learn something about wolves “Talking” what page would you turn to? *p.18*  
   Turn to that page. What information has the author included there? *It tells that wolves talk to each other by growling, howling, barking, squeaking, and whimpering. It also tells how wolves use their tails and ears to communicate.*

3. Turn to page 11. What can you learn about a wolf by reading the “Super Skills” on that page? *We can learn that wolves can run 37 miles per hour.*

4. Turn to pages 20 and 21. What information is included in the red boxes on those pages? *It tells that wolves tuck their noses between their legs to keep warm in winter, and that one wolf keeps watch while the other wolves sleep.*

   How do these support what the author has written about wolves that are “Off Duty”? *Wolves spend more time resting in winter because there is less prey and they have to keep warm.*
when they rest. Wolves use a lot of energy so they need a lot of rest. It's important for one wolf to keep watch so the others can rest.

5. What can you learn from the glossary on page 30? How would this information help you understand the book? We can learn new words and how to pronounce them and what they mean. This helps us to understand the information because if we don't know what something means we can look it up here.

6. Turn to the Index on page 32. If you wanted to learn about a wolf's teeth, what page would you turn to? page 26 How would looking at a text's index help you when you are researching a topic? If we wanted to look up certain information we could look in the index to see what page it is on. Note to teacher: students may not yet have experience using alphabetical order, so this question may need to be done with more guidance.
First Read Part 1
With your group, read the first part of the text aloud.

Use one of the options below to read pages 4 - 15 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:
€ Take turns reading, have each person read a page or paragraph.
€ Choose one or two people to read aloud. The rest of the group reads along silently while listening.
€ Listen to a recording of your book, reading along silently while you listen.
€ Another idea:____________________________________

Close Read Part 1
With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

<table>
<thead>
<tr>
<th>Reread pages 4 and 5.</th>
<th>What is a group of wolves called?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A pack</td>
</tr>
</tbody>
</table>

On these pages, the authors have included information about wolf packs. List three things that you learned about packs from reading these pages.

1. Most wolves live in groups called packs.
2. There are 5-12 wolves in a pack.
3. Packs of wolves can catch animals that are 10 times bigger than they are.

<table>
<thead>
<tr>
<th>Reread pages 10 and 11.</th>
<th>Look up the term “prey” in the glossary. What does it mean? <em>An animal that is eaten by other animals.</em> How do wolves work together to catch their prey? <em>They get as close as they can and then they rush forward together.</em></th>
</tr>
</thead>
</table>

| Reread pages 14 and 15. | Look up the term “recruits” in the glossary. Write the definition here. *New members* Why did the author call these pups new recruits? *When wolf pups are born they become new members of the pack.* |
First Read Part 2
With your group, read the second part of the text aloud.

Use one of the options below to read pages 16 - 29 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:
- Take turns reading, have each person read a page or paragraph.
- Choose one or two people to read aloud. The rest of the group reads along silently while listening.
- Listen to a recording of your book, reading along silently while you listen.
- Another idea:____________________________________

Close Read Part 2
With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

| Reread pages 16 and 17. | Tell three ways that the pack helps the pups.
|------------------------|--------------------------------------------------
<p>|                        | 1. They take turns watching them while the other wolves hunt. |
|                        | 2. They teach them how to hunt. |
|                        | 3. They bring them food. |
| Reread pages 22 and 23. | The author tells us ways that the |</p>
<table>
<thead>
<tr>
<th>Reread pages 26 and 27.</th>
<th>Look again at the first two sentences on page 26. How does the author use these two sentences together to show the meaning of the word “defend”?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The author uses the word “defend” in the first sentence, and then in the second sentence it says that they “fight to protect” so defend means “fight to protect”.</td>
</tr>
<tr>
<td></td>
<td>How do wolves work together to defend their pack? They try to chase off enemies first and if that doesn’t work they...</td>
</tr>
</tbody>
</table>
The “Fab Five”
With a partner, identify 5 important words from the text.

From your central text, chose 5 words that are important to understanding the central idea of the text. Next use your 5 words to write about the most important idea of the text. Write one sentence for each word that helps to show the meaning of the word.

<table>
<thead>
<tr>
<th>Important Word</th>
<th>Sentence about the Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>pack</strong></td>
<td>Wolves live in packs so that they can help each other.</td>
</tr>
<tr>
<td>2. <strong>hunt</strong></td>
<td>Wolf packs hunt together so they can bring down bigger animals than if each wolf hunted alone.</td>
</tr>
<tr>
<td>3. <strong>defend</strong></td>
<td>Wolf packs work together to defend their territory from enemies.</td>
</tr>
<tr>
<td>4. <strong>alpha</strong></td>
<td>The alpha wolf is the male in charge of the pack.</td>
</tr>
<tr>
<td>5. <strong>prey</strong></td>
<td>Wolf packs hunt together and the alpha wolf identifies the prey that they will attack.</td>
</tr>
</tbody>
</table>
Rolling Knowledge Journal
Keep track of all you’re learning!

1. After you read each resource, stop and think about what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about (topic).

2. Then write, draw, or list how this new resource added to what you learned from the last resource(s). Add pages if needed.

<table>
<thead>
<tr>
<th>Title</th>
<th>New and important learning about the topic</th>
<th>How does this resource add to what I learned already?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolf Packs</td>
<td>Most wolves live in a group called a pack, and the pack does almost everything together (live, hunt, rest).</td>
<td></td>
</tr>
<tr>
<td>Living With Wolves</td>
<td>Young wolves go on hunt to watch how it’s done</td>
<td>When old enough to join hunt they know what to do</td>
</tr>
<tr>
<td>Wolf</td>
<td>Pack members bring back food for pups</td>
<td>Pups eat more meat than parents can provide</td>
</tr>
<tr>
<td>Wolves</td>
<td>Howl together</td>
<td>Scare off enemies by making them think there are lots of wolves</td>
</tr>
</tbody>
</table>
Follow these steps to complete the graphic organizer together:

1. First, break into groups. Half of the groups will work on section 1 and half of the groups will work on section 2. Assign each group a part of the text to reread and search. Record the assignments below.

<table>
<thead>
<tr>
<th>Section (page numbers)</th>
<th>People responsible</th>
</tr>
</thead>
</table>
| Pages 4 - 15
Find information about wolves working together to find food and to defend themselves |                     |
| Pages 16 - 29
Find information about wolves working together to find food and to defend themselves |                     |

1. As a group, look at the graphic organizer. Discuss: What is your Research Question? What kinds of information will go in each column?

2. Now reread the part of the text you were assigned. When you find a part of the text that will help you answer your research question mark it with a sticky note. If the information is about the pack finding food, mark it with an “F”. If the information is about the pack defending itself, mark it with a “D.”

3. Repeat this process until all the important information from this section has been marked.
Focusing Question: How does living in a group help wolves?

1. Meet with the full group again. Take turns sharing one piece of information you found. Talk about what words or phrases to write on the graphic organizer, then fill in the appropriate row on your own organizer. You will need notes on all the information found by the group for your final project.

2. Repeat this process until all the information from this source has been recorded on your graphic organizer.

**How does living in a group help wolves?**
Put one piece of evidence in each box.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do wolves work together to obtain food?</td>
<td>How is this helpful for wolves?</td>
</tr>
<tr>
<td>Hunt large animals - deer, elk, moose</td>
<td>More than one can take down a large animal</td>
</tr>
<tr>
<td>Alpha wolf picks one and the pack chases - young, old, injured prey</td>
<td>Prey can’t run as fast and is outnumbered</td>
</tr>
<tr>
<td>Young wolves watch older wolves hunting</td>
<td>When old enough to hunt they know what to do</td>
</tr>
<tr>
<td>Evidence</td>
<td>Elaboration</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>How do wolves work together to defend the pack?</td>
<td>How is this helpful for wolves?</td>
</tr>
<tr>
<td>Chase off large animals like bears - steal food, kill pups</td>
<td>Pack can sometimes scare a bear away</td>
</tr>
<tr>
<td>If bear attacks, wolves fight</td>
<td>Pack can bring down a bear together but not alone</td>
</tr>
<tr>
<td>Howl together</td>
<td>Howling together makes enemies think there are more wolves - will leave them alone</td>
</tr>
<tr>
<td>Babysit pups to protect them</td>
<td>Pups are safe from predators</td>
</tr>
</tbody>
</table>

Pack brings back food for pups  
Pups need more meat than parents can provide
Additional Evidence

On your own or with a partner, add additional information to the graphic organizer.

Read one or more additional sources. Mark information that will help you answer the research question with sticky notes. Add it to your own graphic organizer. Use a different colored pencil for each source, so you will remember where your information came from.

Using the same colored pencils, list your additional sources below.

Title: Wolf
Authors:
Publisher/URL: http://animals.howstuffworks.com/mammals/wolf-info1.htm

Title: Wolves
Authors:
Publisher/URL: https://animalcorner.co.uk/animals/wolves/

Optional – Challenging Text
Title: Living With Wolves
Author:
Publisher/URL: https://livingwithwolves.org/how-wolves-hunt/
Look carefully at all of the evidence you have gathered. What is the “big idea” your evidence shows? Try to state what you have learned in just a sentence or two. Your teacher and classmates will help you.

Focus Statement: *Living in a pack helps wolves to defend themselves and to get food.*

**Working with Evidence**
Work with your group to better understand the information you have gathered.

To prepare for the activity:
From your notes, choose two pieces of evidence about obtaining food and two pieces of evidence about defending the pack. Make a set of four cards using pictures and/or words to show what each of the notes mean. Your teacher will lead you in the following activity.

**MUST (a full-class activity)**
**Mingle, Understand, Share and Trade:**

To begin the activity, mingle with your classmates. Find a partner and explain one of your note cards to your partner. Listen carefully as s/he explains a notecard to you. Be sure to include how your explanation shows how the information helps the pack.

When your teacher rings the bell, trade cards, so that each person gives a card and gets a card.
Mingle again, finding a new partner and repeat the process. Do this until you have a new set of cards.

Look at your new cards, and reflect. How did talking about your research and listening to your classmates deepen your understanding of how living in a pack helps wolves?
Now you are ready to write!
Use your Writing Resource Packet to write an informative explanatory piece. Put the date next to each step when you complete it.

### Sharing Your Expertise Record Sheet

*Use this record sheet with your Writing Resource Packet to deepen your understanding and communicate what you have learned.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learn from the Model</td>
</tr>
<tr>
<td></td>
<td>Write an Introduction</td>
</tr>
<tr>
<td></td>
<td>Write Proof Paragraph 1</td>
</tr>
<tr>
<td></td>
<td>Write Proof Paragraph 2</td>
</tr>
<tr>
<td></td>
<td>Write a Conclusion</td>
</tr>
<tr>
<td></td>
<td>Revise and Edit</td>
</tr>
<tr>
<td></td>
<td>Add a Visual</td>
</tr>
<tr>
<td></td>
<td>Share and Celebrate!</td>
</tr>
</tbody>
</table>
Save this packet, you will use it as a resource each time you write about how living in a group helps wolves. As you finish each step, record the date on the Sharing Your Expertise Record Sheet.

<table>
<thead>
<tr>
<th>Writing Resource Packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will follow these Steps to Write an Informative/Explanatory Piece</td>
</tr>
<tr>
<td>Learn from a Model</td>
</tr>
<tr>
<td>Write an Introduction</td>
</tr>
<tr>
<td>Write Proof Paragraph 1</td>
</tr>
<tr>
<td>Write Proof Paragraph 2</td>
</tr>
<tr>
<td>Write a Conclusion</td>
</tr>
<tr>
<td>Revise and Edit</td>
</tr>
<tr>
<td>Add a Visual</td>
</tr>
<tr>
<td>Share and Celebrate!</td>
</tr>
</tbody>
</table>
Color code the model below, using Painted Essay colors to show the introduction, focus statement, proof paragraphs and conclusion.

Living in a group helps animals to survive. Meerkats are one type of animal that live in a group. A group of meerkats is called a mob. Meerkat mobs are made up of 5 to 30 meerkats that are usually related to each other. Living in a mob is beneficial in many ways, but two of the most important ways are that it helps them to get food and to defend themselves.

To get food, a meerkat mob spreads out and each meerkat uses its sense of smell to find insects, scorpions, rodents, and small lizards. If one meerkat finds a larger animal, other meerkats help to catch, kill, and eat it. This is helpful because it allows meerkats to catch larger animals than they could catch alone.

To defend themselves, meerkats take turns watching out for danger. One or two meerkats stand guard on a mound of dirt or go up a tree, while the other meerkats eat. After about an hour other meerkats take over guard duty. If a guard meerkat spots danger it makes a loud, barking sound so the other meerkats run back to their burrows. This is helpful because the meerkats can eat without worrying about being unexpectedly attacked.

In order to get food and defend themselves, meerkat mobs use teamwork. Meerkats are preyed on by many larger animals, but when they work together, they keep each other safe.
Write!

On your own, write, revise and edit the introduction for your informative/explanatory essay.

The first paragraph of your essay is called the INTRODUCTION. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. In your introduction, provide context by explaining what a group of wolves is called and that wolves live in this group.

The introduction ends in a FOCUS STATEMENT. The FOCUS STATEMENT tells the main idea of your piece. In this model, the focus statement is one sentence containing two points that the writer will explore.

Analyze

Read the model introduction below. Lightly shade the context red and the focus statement green (stem), yellow (point one) and blue (point two).

Living in a group helps animals to survive. Meerkats are one type of animal that live in a group. A group of meerkats is called a mob. Meerkat mobs are made up of 5 to 30 meerkats that are usually related to each other. Living in a mob is beneficial in many ways, but two of the most important ways are that it helps them to get food and to defend themselves.

Talk

With a partner talk about what you are going to write in your introduction about wolves. Check to be sure you each have clear context and a clear focus statement.

Write

On a piece of lined paper, write the introduction for your piece.

Revise and Edit

When you have finished, revise and edit your paragraph so that your writing is clear and correct.
The next paragraph is called PROOF PARAGRAPH 1. Its job is to give evidence and reasons to support the first point of your focus. In this essay, your first point is that living in groups helps wolves to find food. Use the evidence from the “food” part of your graphic organizer to write this paragraph.

**Analyze**
Read the model proof paragraph about meerkats below. Underline the topic and concluding sentences. Lightly shade the evidence from the text and the elaboration yellow.

Meerkat mobs work together to get food. First, the mob spreads out and each meerkat uses its sense of smell to find insects, scorpions, rodents, and small lizards. If one meerkat finds a larger animal, other meerkats help to catch, kill, and eat it. This is helpful because it allows meerkats to catch larger animals than they could catch alone.

**Talk**
Choose three pieces of evidence from your graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

**Write**
Reread what you have already written. Then, underneath the introduction, write the first proof paragraph for your piece about wolves.

**Revise and Edit**
When you have finished, revise and edit your paragraph so that your writing is clear and correct.
Write!

On your own, write, revise and edit proof paragraph two of your informative/explanatory essay.

The next paragraph is called PROOF PARAGRAPH 2. Its job is to give evidence and reasons to support the second point of your focus. In this essay, your second point is that living in groups helps wolves to defend the pack. Use the evidence from the "defend" part of your graphic organizer to write this paragraph.

Analyze

Read the model proof paragraph about meerkats below. Underline the topic and concluding sentences. Lightly shade the evidence from the text and the elaboration blue.

Another way that living in a group helps meerkats is when they take turns watching out for danger. One or two meerkats stand guard on a mound of dirt or go up a tree while the other meerkats eat. After about an hour other meerkats take over guard duty. If a guard meerkat spots danger it makes a loud, barking sound so the other meerkats run back to their burrows. This is helpful because the meerkats can eat without worrying about being unexpectedly attacked.

Talk

Choose three pieces of evidence from your graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

Write

Reread what you have already written. Then, underneath the first proof paragraph, write the second proof paragraph for your piece about wolves.

Revise and Edit

When you have finished, revise and edit your paragraph so that your writing is clear and correct.
Write!
On your own, write, revise and edit the conclusion for your informative/explanatory essay.

The final paragraph is called a CONCLUSION. Its job is to wrap up the piece. In your conclusion, you will repeat your focus, but you should also add a sentence or two of reflection on how living in groups makes life easier for the animal.

Analyze
Read the model conclusion about meerkats below. Find and underline the restated focus. Find and put a box around the “So what?” statement that answers the question, “How does working together help keep the meerkats safe from larger animals?”

In order to get food and defend themselves, meerkat mobs use teamwork. Meerkats are preyed on by many larger animals, but when they work together, they keep each other safe.

Talk
With a partner talk about what you are going to write. Check to be sure you have clearly restated the focus.

Write
Reread what you have already written. Then, on a piece of lined paper, write the conclusion for your piece about wolves.

Revise and Edit
When you have finished, revise and edit your paragraph so that your writing is clear and correct.

At the end of your piece, list the sources you used in your research. Be sure to include the title or website address and the author.
**Final Revision and Editing**
Use the checklist below to put the final touches on your paper.

<table>
<thead>
<tr>
<th>Characteristics of an Effective Informative/Explanatory Writing Piece</th>
<th>Got it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>My piece shows the knowledge and understanding gained through my research.</td>
<td></td>
</tr>
<tr>
<td>I have an introduction that gives the reader some needed information about the topic.</td>
<td></td>
</tr>
<tr>
<td>I state my focus clearly and my writing stays focused.</td>
<td></td>
</tr>
<tr>
<td>My information is grouped in paragraphs.</td>
<td></td>
</tr>
<tr>
<td>Evidence from the text helps the reader to clearly understand my focus.</td>
<td></td>
</tr>
<tr>
<td>I use linking words to connect ideas.</td>
<td></td>
</tr>
<tr>
<td>I use facts, definitions and details from the text to explain my ideas.</td>
<td></td>
</tr>
<tr>
<td>I use illustrations to help the reader understand information and ideas. (optional)</td>
<td></td>
</tr>
<tr>
<td>I use science words to show that I am knowledgeable about this topic.</td>
<td></td>
</tr>
<tr>
<td>I have a conclusion that restates the focus of the piece and answers the question, “So what?”.</td>
<td></td>
</tr>
<tr>
<td>I use more than one source and list my sources.</td>
<td></td>
</tr>
<tr>
<td>Spelling, capitalization and punctuation is correct.</td>
<td></td>
</tr>
</tbody>
</table>
Add a Visual!
(Optional) Choose from the ideas below.

You may want to add:
- A labeled drawing of a wolf pack obtaining food or defending the pack.
- A poster of other interesting facts about wolves.
- A poster of important vocabulary words related to wolves.

Share and Celebrate!
Congratulations! You are an expert (and a scholar!).

Your teacher will share plans for sharing and celebration!

If you want to learn even more, check out these resources on page 31 of your book.
My Class Research Project on
Wolf Packs
Research Question:
How does living in a group help wolves?
# Class Research Packet

## Building Knowledge and Understanding through Research

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where Am I Going?</td>
</tr>
<tr>
<td></td>
<td>Text Structure</td>
</tr>
<tr>
<td></td>
<td>First Read Part 1</td>
</tr>
<tr>
<td></td>
<td>Close Read Part 1</td>
</tr>
<tr>
<td></td>
<td>First Read Part 2</td>
</tr>
<tr>
<td></td>
<td>Close Read Part 2</td>
</tr>
<tr>
<td></td>
<td>The Fab Five</td>
</tr>
<tr>
<td></td>
<td>Rolling Knowledge Journal</td>
</tr>
<tr>
<td></td>
<td>Reading for Evidence</td>
</tr>
<tr>
<td></td>
<td>Recording Evidence</td>
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<tr>
<td></td>
<td>Additional Evidence</td>
</tr>
<tr>
<td></td>
<td>Focus Statement</td>
</tr>
<tr>
<td></td>
<td>Working with Evidence</td>
</tr>
</tbody>
</table>

Research Question: How does living in a group help wolves?
Where Am I Going?
Work with your group to answer the questions below.

What is your research question?

_________________________________________________

Skim your source. In one or two sentences describe what this text is mostly about.

_________________________________________________
_________________________________________________
_________________________________________________

How will this source help you answer your research question?

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

Use the copyright information for your text to complete the section below.
Title:_________________________________________________

Author:______________________________________________

Type of text: nonfiction book  article  website  excerpt  other
Text Structure

With a partner, answer these questions about the structure of your text.

Let’s take a look at how your source is put together.

1. Take a look at the Contents page. After looking at this list, what do you think the author wants you to learn about wolves?

_________________________________________________

_________________________________________________

_________________________________________________

2. If you wanted to learn something about wolves “Talking” what page would you turn to? ________________
   Turn to that page. What information has the author included there?

_________________________________________________

_________________________________________________

_________________________________________________

3. Turn to page 11. What can you learn about a wolf by reading the “Super Skills” on that page?

_________________________________________________

_________________________________________________

_________________________________________________

4. Turn to pages 20 and 21. What information is included in the red boxes on those pages?
How do these support what the author has written about wolves that are “Off Duty”?

5. What can you learn from the glossary on page 30? How would this information help you understand the book?

6. Turn to the Index on page 32. If you wanted to learn about a wolf’s teeth, what page would you turn to?

How would looking at a text’s index help you when you are researching a topic?
First Read Part 1
With your group, read the first part of the text aloud.

Use one of the options below to read pages 4 - 15 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:
- Take turns reading, have each person read a page or paragraph.
- Choose one or two people to read aloud. The rest of the group reads along silently while listening.
- Listen to a recording of your book, reading along silently while you listen.
- Another idea:__________________________________

Close Read Part 1
With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

<table>
<thead>
<tr>
<th>Reread pages 4 and 5.</th>
<th>What is a group of wolves called?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On these pages, the authors have included information about wolf packs. List three things that you learned about packs from reading these pages.</td>
</tr>
<tr>
<td>Reread pages 10 and 11.</td>
<td>Look up the term “prey” in the glossary. What does it mean?</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>How do wolves work together to catch their prey?</td>
</tr>
<tr>
<td>Reread pages 14 and 15.</td>
<td>Look up the term “recruits” in the glossary. Write the definition here.</td>
</tr>
<tr>
<td></td>
<td>Why did the author call these pups new recruits?</td>
</tr>
</tbody>
</table>
First Read Part 2
With your group, read the second part of the text aloud.

Use one of the options below to read pages 16 - 29 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:
- Take turns reading, have each person read a page or paragraph.
- Choose one or two people to read aloud. The rest of the group reads along silently while listening.
- Listen to a recording of your book, reading along silently while you listen.
- Another idea:________________________________________
**Close Read Part 2**
With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

<table>
<thead>
<tr>
<th>Reread pages 16 and 17.</th>
<th>Tell three ways that the pack helps the pups.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reread pages 22 and 23.</th>
<th>The author tells us ways that the pack learns how to be a &quot;team&quot; together.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are two things that the pack members do together that make them more of a team?</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**Reread pages 26 and 27.**

**Look again at the first two sentences on page 26. How does the author use these two sentences together to show the meaning of the word “defend”?**

**How do wolves work together to defend their pack?**
The “Fab Five”
With a partner, identify 5 important words from the text.

From your central text, chose 5 words that are important to understanding the central idea of the text.
Next use your 5 words to write about the most important idea of the text. Write one sentence for each word that shows you understand the meaning of the word.

<table>
<thead>
<tr>
<th>Important Word</th>
<th>Sentence about the Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
1. After you read each resource, stop and think about what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about (topic).

2. Then write, draw, or list how this new resource added to what you learned from the last resource(s). Add pages if needed.

<table>
<thead>
<tr>
<th>Title</th>
<th>Write, Draw, or List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wolf Packs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Living With Wolves</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wolf</strong></td>
<td></td>
</tr>
</tbody>
</table>
Follow these steps to complete the graphic organizer together:

1. First, break into groups. Half of the groups will work on section 1 and half of the groups will work on section 2. Each group has a part of the text to reread and search. Record the assignments below.

<table>
<thead>
<tr>
<th>Section (page numbers)</th>
<th>People responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 4 – 15</td>
<td></td>
</tr>
<tr>
<td>Find information about wolves working together to find food and to defend themselves</td>
<td></td>
</tr>
<tr>
<td>Pages 16 – 29</td>
<td></td>
</tr>
<tr>
<td>Find information about wolves working together to find food and to defend themselves</td>
<td></td>
</tr>
</tbody>
</table>

1. As a group, look at the graphic organizer. Discuss: What is your Research Question? What kinds of information will go in each column?
2. Now reread the part of the text you were assigned. When you find a part of the text that will help you answer your research question mark it with a sticky note.

If the information is about the pack finding food, mark it with an “F”. If the information is about the pack defending itself, mark it with a “D.”

3. Repeat this process until all the important information from this section has been marked.
Focusing Question: How does living in a group help wolves?

1. Meet with the full group again. Take turns sharing one piece of information you found. Talk about what words or phrases to write on the graphic organizer, then fill in the appropriate row on your own organizer. You will need notes on all the information found by the group for your final project.

2. Repeat this process until all the information from this source has been recorded on your graphic organizer.
How does living in a group help wolves?

Put one piece of evidence in each box.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do wolves work together to obtain food?</td>
<td>How is this helpful for wolves?</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>How do wolves work together to defend the pack?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is this helpful for wolves?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Read one or more additional sources. Mark information that will help you answer the research question with sticky notes. Add it to your own graphic organizer. Use a different colored pencil for each source, so you will remember where your information came from.

Using the same colored pencils, list your additional sources below.

**Title:** Wolf  
**Authors:**  
**Publisher/URL:** [http://animals.howstuffworks.com/mammals/wolf-info1.htm](http://animals.howstuffworks.com/mammals/wolf-info1.htm)

**Title:** Wolves  
**Authors:**  
**Publisher/URL:** [https://animalcorner.co.uk/animals/wolves/](https://animalcorner.co.uk/animals/wolves/)

(Optional – Challenging Text)  
**Title:** Living With Wolves  
**Author:**  
**Publisher/URL:** [https://livingwithwolves.org/how-wolves-hunt/](https://livingwithwolves.org/how-wolves-hunt/)
THE FOCUS STATEMENT!

Sum up what you have learned.
What is the "big idea"?

Look carefully at all of the evidence you have gathered. What is the "big idea" your evidence shows? Try to state what you have learned in just a sentence or two. Your teacher and classmates will help you.

Focus Statement: ___________________________________
_________________________________________________

Working with Evidence

Work with your group to better understand the information you have gathered.

To prepare for the activity:
From your notes, choose two pieces of evidence about obtaining food and two pieces of evidence about defending the pack. Make a set of four cards using pictures and/or words to show what each of the notes mean. Your teacher will lead you in the following activity.

MUST (a full-class activity)
Mingle, Understand, Share and Trade:
To begin the activity, mingle with your classmates. Find a partner and explain one of your note cards to your partner. Listen carefully as s/he explains a notecard to you. Be sure to include how your explanation shows how the information helps the pack.

When your teacher rings the bell, trade cards, so that each person gives a card and gets a card.

Mingle again, finding a new partner and repeating the process. Do this until you have a new set of cards.

Look at your new cards, and reflect. How did talking about your research and listening to your classmates deepen your understanding of how living in a pack helps wolves?
Now you are ready to write!
Use your Writing Resource Packet to write an informative explanatory piece. Put the date next to each step when you complete it.

Sharing Your Expertise Record Sheet

Use this record sheet with your Writing Resource Packet to deepen your understanding and communicate what you have learned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learn from the Model</td>
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<td></td>
<td>Revise and Edit</td>
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<tr>
<td></td>
<td>Add a Visual</td>
</tr>
<tr>
<td></td>
<td>Share and Celebrate!</td>
</tr>
</tbody>
</table>
Take some time to reflect on how one or more of the writing experiences today triggered ideas for next steps in your school or classroom OR reflect on what you now know that you didn't before, and what you intend to do with the knowledge.