



 Kentucky Department of
EDUCATION

Text-Based Writing ***ACROSS DISCIPLINES***

An Expansion of Composition in the Classroom



Spring 2025



What is Text-Based Writing Across Disciplines?

What does “Text-Based Writing Across Disciplines” mean?

Defining “Text-Based Writing Across Disciplines” requires clarity around the terms “Text-Based,” “Writing” and “Across Disciplines.” “Text-Based” signals that students are engaged with complex, grade level texts throughout their learning. Most simply, writing is communicating. Student writers communicate with themselves, peers, teachers and others. Writing in the classroom can have many purposes and audiences and may be formal or informal. In the academic setting, writing can serve as a tool to promote student learning, to allow students to demonstrate their thinking and understanding of the content and/or concepts taught, and/or to share with others in a real-world setting. These types of writing are called Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. “Across Disciplines” refers to using the types of writing—as defined here—in English/language arts as well as other disciplines, such as social studies, science, math and visual and performing arts.

Each of the tasks in this resource ground students in complex, grade-level text throughout the writing process.

What is Reading and Writing Across Disciplines, and what is its purpose?

Text-Based Writing Across Disciplines is an expansion of [Composition in the Classroom](#), a resource developed by reading and writing teachers to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers. *Composition in the Classroom* and its expansions support teachers implementing existing [High-Quality Instructional Resources](#) (HQIRs) adopted by school districts as well as educators teaching in districts that have not yet adopted a primary HQIR in reading and writing. The tips, suggestions and tasks in *Composition in the Classroom* and its expansions should not replace adopted HQIRs but rather should serve to supplement instruction towards the full depth and rigor of the *Kentucky Academic Standards*. For more information regarding high-quality literacy curricula, districts and school leaders may access [The Reading and Writing Instructional Resources Consumer Guide](#), a tool for evaluating and selecting instructional resources for alignment to the *Kentucky Academic Standards (KAS) for Reading and Writing*.

Composition in the Classroom is organized around three modes of writing in the *Kentucky Academic Standards (KAS) for Reading and Writing*, including information regarding standards-aligned instruction through Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. *Text-Based Writing Across Disciplines*, however, contains sample discipline-specific reading and writing tasks, organized by each of the three types of writing mentioned above. This resource is grounded in the *KAS for Reading and Writing*, which includes the Interdisciplinary Literacy Practices as well as each discipline’s content specific standards. The ten Interdisciplinary Literacy Practices are part of the *KAS for Reading and Writing*, appearing on every page of the standards document but should not be confused as additional standards. They should guide teachers in providing intentional opportunities for students to engage in deeper learning by practicing the behaviors of a literate citizen. The student practices serve as the overarching goals for literacy instruction for each student across the state. These practices are further clarified by [possible teacher and student actions](#). These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school. This resource aims to bring more clarity around what these practices look like in action.

While *Composition in the Classroom* primarily serves English/language arts teachers and their students, *Text-Based Writing Across Disciplines* attends to the needs of all teachers and their students. Because of its widespread classroom use already, the developers chose to begin the expansion with a focus on Writing to Learn (October 2023), a professional learning space that will hopefully both affirm and stretch educators' practices. The second release added Writing to Demonstrate Learning (March 2023) and the final release will include Writing for Publication (September 2023).

Text-Based Writing Across Disciplines provides what *Composition in the Classroom*, alone, does not. While *Composition in the Classroom* provides general characteristics of each type of writing (Writing to Learn, Writing to Demonstrate Learning and Writing for Publication) and examples of strategies teachers can implement to engage students in each of the types of writing, this expansion includes a more disciplinary, or specialized, look at writing. *Text-Based Writing Across Disciplines* intends to show more precisely how to ensure opportunities for students to engage in discipline-specific literacies or learning that uses reading and writing skills specific to each field to teach or demonstrate content knowledge and for publication purposes as well. The sample tasks in *Text-Based Writing Across Disciplines* represent some of the types of reading and writing experts in each field (e.g., economists, biologists, literary scholars, mathematicians, etc.) might authentically engage in to deepen their own expertise.

Text-Based Writing TO LEARN Across Disciplines

[Writing to Learn](#), as previously described, is an instructional strategy used to promote student learning. Teachers utilize this instructional strategy to help deepen students' understanding of the subjects they are studying, to engage students in thinking, to provide opportunities for applying, extending and developing skills, and to help students reflect on their learning. Typically, Writing to Learn is informal writing with the student as the primary audience. Rather than emphasizing formal composition skills, Writing to Learn helps students obtain content knowledge and build capacity to analyze, synthesize, comprehend and express their thinking in writing. Most simply stated, Writing to Learn is any writing students engage in that promotes learning. Therefore, Writing to Learn Across Disciplines refers to using Writing to Learn in English/language arts as well as other disciplines, such as math, science, social studies and visual and performing arts. The first section of this expansion, Writing to Learn Across Disciplines, provides samples of Writing to Learn tasks for each discipline. Explicit reading-writing connections are intentionally present throughout the sample tasks, requiring students to read and think deeply about text, or “anything that communicates a message,” as defined by the *KAS for Reading and Writing*. Throughout the sample tasks, readers engage in passages, videos, graphs, data sets, experiments or other forms of communication while processing and documenting their learning through writing.

Text-Based Writing TO DEMONSTRATE LEARNING Across Disciplines

[Writing to Demonstrate Learning](#), as previously described, is necessary in every classroom for teachers to ascertain how well students are understanding the content, skills or concepts taught. Teachers use this type of writing to provide students opportunities for applying and demonstrating the content, skills, or concepts they have learned in class and for assessing students' understanding of the subjects they are studying.

Regularly asking students to think and write about text at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal the depth of their knowledge. Though this kind of writing certainly can promote

learning, it is especially used to help teachers understand how well students are learning. Typically, Writing to Demonstrate Learning takes the form of an academic exercise with the teacher as the primary audience and, thus, would not be suitable for publication. When students Write to Demonstrate Learning, their responses may be graded, marked or scored with a rubric to provide feedback to both the teacher and the student on their progress towards mastery. While feedback may focus on compositional or technical skills as a writer, teacher feedback usually focuses on content and conceptual understandings. Most simply stated, Writing to Demonstrate Learning is any composition intended to serve as a measurement of the student's depth of learning.

While students may demonstrate their learning through paragraphs or essays, at all ages, student composition should not be limited to traditional formats or restricted to writing on paper or drafting in a word processing document. Instead, students should have numerous opportunities to use digital resources to create individual or shared products and to take advantage of technology's capacity to link to other information and to display information flexibly and dynamically. This may even require students to incorporate a variety of communication methods into one Writing to Demonstrate Learning composition.

Like Writing to Learn, Writing to Demonstrate Learning Across Disciplines refers to using Writing to Demonstrate Learning in English/language arts as well as other disciplines such as math, science, social studies, and visual and performing arts. The first section of this expansion, Writing to Learn Across Disciplines, provides samples of Writing to Learn tasks for each discipline. The Writing to Demonstrate Learning section is the second of three sections that will make up the complete expansion and provides samples of Writing to Demonstrate Learning. Explicit reading-writing connections are intentionally present throughout the sample tasks, requiring students to read and think deeply about text, or "anything that communicates a message," as defined by the *KAS for Reading and Writing*. Throughout the sample tasks, readers engage in passages, videos, graphs, data sets, experiments or other forms of communication while processing and documenting their learning through Writing to Demonstrate Learning.

Text-Based Writing FOR PUBLICATION Across Disciplines

[Writing for Publication](#), as previously described, allows students to share their learning with audiences beyond the classroom and school community. Writing for Publication is preceded by intentional opportunities for students to Write to Learn and Write to Demonstrate Learning. The primary difference between Writing to Demonstrate Learning and Writing for Publication is the *audience*: whereas teachers are the primary audience of Writing to Demonstrate Learning, publication is for the world beyond the school community.

"Publication" indicates writing will be shared with an intended audience and approximates writing done in a variety of real-world settings, such as in a career or academic setting or in response to civic duty. Pieces for publication are produced for an authentic audience and purpose and are also directly relevant to students' learning. Ideally, students make decisions about audience, purpose and/or form based on their interests, experiences or inquiry. These pieces of writing are more successful when the writers pay careful attention to success criteria for writing. Teacher and/or student created rubrics may address audience/purpose, idea development, organization, word choice and conventions as well as the content of the subject matter.

Authentic Writing for Publication is writing for authentic audiences and purposes that has been taken through the complete writing process. Draper & Siegert (2010) define Writing for Publication as tasks that allow students "to negotiate (e.g., read, view, listen, taste, smell, critique) and create (e.g., write, produce, sing, act, speak) texts in discipline-appropriate ways or in ways that other members of a discipline (e.g.,

mathematicians, historians, artists) would recognize as ‘correct’ or ‘viable.’”¹ Thus, Writing for Publication must include both reading complex disciplinary text and then writing about what is learned as a disciplinary expert might write.

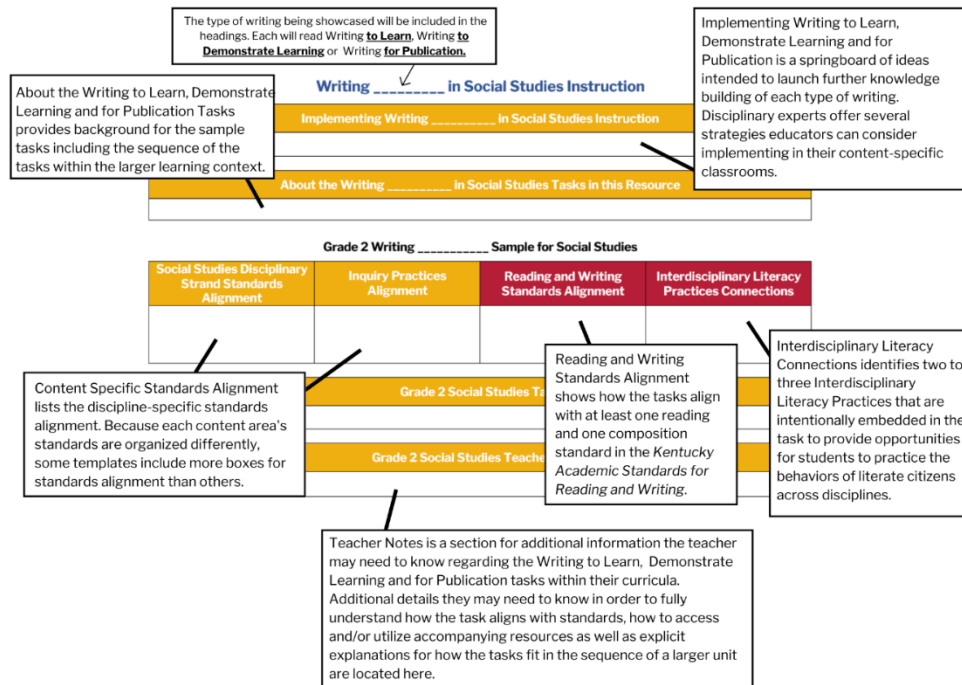
When students Write for Publication, they become subject matter experts who communicate their learning to the world, requiring them to make considerations for the needs of their audience. In addition to the content and skills of the discipline, many students may also require instruction or support in using technological tools, communication platforms or technical writing/communication strategies used in professional or career settings. Consider opportunities to collaborate with professionals outside of the field of education to provide feedback or serve as the authentic audience to prepare students to Write for Publication. For example, the grade 4 visual art sample task included in this resource asks students to write biographies of fellow student artists prior to presenting the art in a community show. Teachers may collaborate with local gallerists or artists to discuss why this type of writing matters in the field of visual art. In the high school physics sample task, students write a proposal to improve local energy infrastructure. Teachers may collaborate with local energy experts or engineers to share knowledge about their field as well as provide feedback on student proposals.

At the heart of Writing for Publication is **Interdisciplinary Literacy Practice 10: Develop a literacy identity that promotes lifelong learning.** Indeed, as students access complex texts across disciplines and apply their learning from those texts to real world problems, educators can create an environment where students are empowered as lifelong learners able to think for themselves and effectively propose solutions to complex problems. When students have opportunities to engage with relevant issues through the texts they read and write, they can engage more deeply in inquiry and ultimately can take stronger ownership of their learning.

¹ Draper, R.J., & Siebert, D. (2010). Rethinking texts, literacies, and literacy across the curriculum. In R.J. Draper, P. Broomhead, A.P. Jensen, J.D. Nokes, & D. Siebert (Eds.), *(Re)imagining content-area literacy instruction* (pp. 20–39). New York: Teachers College Press.

How to Read the Templates

Each content area template begins broadly with a compilation of possible Writing to Learn, Writing to Demonstrate Learning and Writing for Publication strategies that experts in the field deem especially applicable to learning that discipline's content. The remainder of each template provides authentic content-specific sample tasks, organized into elementary and secondary levels. These sample tasks can help educators recognize the presence or absence of Writing to Learn, Writing to Demonstrate Learning or Writing for Publication instructional strategies within their adopted high-quality instructional resource (HQIR), equipping them with the knowledge to identify when the curriculum does not include adequate opportunities for students to engage in both types of writing. Because the types of texts involved in reading and writing vary across disciplines, each sample contains discipline-specific approaches each type of writing.



Writing to Demonstrate Learning in Reading and Writing Instruction

Implementing Writing to Demonstrate Learning in Reading and Writing Instruction

Writing in conjunction with reading is an expectation of English/language arts classrooms beginning in kindergarten and becoming progressively more sophisticated as the grade levels increase. Teachers must intentionally provide opportunities for students of all ages to write daily about what they are reading and learning with ample opportunities to employ Writing to Demonstrate Learning. Intended learning goals, particularly what content or skills the assignment intends to assess, are key to implementing how students will engage in Writing to Demonstrate Learning. Understanding that the *Kentucky Academic Standards for Reading and Writing* defines text as anything that communicates a message remains important as well. While traditional print may often be an appropriate medium for Writing to Demonstrate Learning, particularly in English/language arts classrooms, and is certainly one that students should be well versed in, students should also be exposed to and have opportunities to demonstrate their learning using a variety of formats, including but not limited to verbal and visual representations.

The Composition strand (formerly named Writing strand) supports text as anything that communicates a message. To reiterate from the introductory section, at all ages, student composition should not be limited to writing on paper or drafting in a word processing document; instead, students should use digital resources to create, publish, research and update individual or shared products and to take advantage of technology's capacity to link to other information and to display information flexibly and dynamically. This may even require students to incorporate a variety of communication methods into one text.

Students' Writing to Demonstrate Learning should incorporate age-appropriate and sufficient forms of text to clearly communicate the content or skills they've learned. Because Kindergarten and first grade students are not yet writing full paragraphs, students may combine a variety of communication methods in their compositions. Their writing typically consists of drawing and/or forming letters to make words using paper and pencil and digital platforms (spelling may be invented, having words with extra or omitted vowels and consonants). More intentional and sophisticated multimodal writing is common in the upper grades as students express more complex ideas and content when they Write to Demonstrate Learning. At any age this writing may take the form of composing auditory and video recordings as well as dramatizations or other visual representations. While these and other compositions may not always include written text, they are often developed from written text – such as prewriting notes – and tend to communicate more clearly to audiences when accompanied by written text.

Composition in the Classroom emphasizes text-based and evidence-based writing experiences, both of which are forms of Writing to Demonstrate Learning. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects.

Implementing Writing to Demonstrate Learning in Reading and Writing Instruction

According to Graham, Harris and Herbert (2010)⁶, writing practices that strengthen students' reading include having students write about the text they read, teaching students the writing skills and processes that go into creating text, and increasing how much students write. Students should have opportunities to engage in sustained, independent grade-level reading and writing in response to their reading. Though some adolescent students are proficient readers who may complete literacy tasks with relative independence, the Institute for Education Sciences What Works Clearinghouse Practice Guide for *Teaching Secondary Students to Write Effectively*⁷ recommends explicit instruction of reading and writing skills for adolescent students. Therefore, middle and high school reading instruction should also explicitly model the academic vocabulary, dispositions, strategies and patterns of thinking typically applied when analyzing increasingly complex literature and informational text. Consider providing middle and high school students opportunities to develop and demonstrate reading and thinking skills with frequent feedback from peers and instructors to refine skills.

This resource provides three samples of Writing to Demonstrate Learning to clarify what implementing Writing to Demonstrate Learning in reading and writing classrooms may look like across grade levels. As described above, writing that demonstrates learning in the reading and writing classroom takes many forms as there are many ways in which students can communicate their comprehension and analysis of text. Some examples include, but are not limited to, the following:

- Short answer and extended responses to Text-Dependent Questions (TDQs)
- On-demand prompts
- Exit slips and Quick Writes
- Reflective writing
- Student-created text
 - Posters
 - Slides
 - Pamphlets
 - Websites
 - Infographics
- Mind Maps and other graphic organizers
- Discussion board posts

Teachers are also encouraged to leverage writing as a tool for deeper learning using Writing to Learn tasks described in [Writing to Demonstrate Learning in Reading and Writing](#).

⁶ Graham, S., Harris, K. & Herber, M.A. (2010). Writing to read: Evidence for how writing can improve reading: A Carnegie Corporation time to act report. Washington, DC: Alliance for Excellent Education.

⁷ Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

About the Writing to Demonstrate Learning Tasks in this Resource

The Writing to Demonstrate Learning Task for kindergarten is part of a series of lessons focusing on how authors use pictures and printed text to help their readers understand what they are writing about. In the example below, students create their own poster to demonstrate their learning of the relationship between visuals and text.

In the Grade 4 Writing to Demonstrate Learning sample, students closely read a literary passage that gives them an opportunity to explore the rich language used within the passage. They also write about how this language contributes to the overall theme of the text using sentence frames.

The task for Grade 10 represents an example of Writing to Demonstrate Learning as students read Martin Luther King, Jr.'s "Letter from a Birmingham Jail" as a part of a text set also including three thematically related poems. The sample below comes from a unit requiring students to closely read 2-3 paragraphs per day. Students practice one specific standards skill each day, and the unit culminates in a longer analytical essay requiring students to integrate skills and ideas from each of the four texts. The Writing to Demonstrate Learning task below is a quick write for students to demonstrate their ability to delineate an argument and provide an explanation of the validity of a writer's claims.

Kindergarten Writing to Demonstrate Learning Sample for Reading and Writing

Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p>	<p>ILP 1: Recognize that text is anything that communicates a message.</p> <p>ILP 2: Employ, develop and refine schema to understand and create text.</p>

Kindergarten Reading and Writing Task

[From EL Education Grade Kindergarten: Module 1: Unit 2: Lesson 7 Reading Informational Text and Writing and Drawing: Describing Classroom Toys](#)

How this lesson builds on previous work

This lesson allows students to practice selecting and drawing a toy from the passage. They are encouraged to zoom in on specific attributes, supporting their development of observational skills and created detailed drawings. In addition, students are encouraged to label their drawings, pulling from their growing vocabulary of descriptive language.

Focused Read-aloud: *Toys Galore*, Pages 12–23 (15 minutes)

- Remind students that they have been listening to *Toys Galore* to find words and phrases that describe the actions that toys make and the ways we can play with toys.
- Refresh students' memories by reviewing the information collected during the previous lesson on the **Toys and Play Word Wall**.
- Using the **document camera**, display *Toys Galore*.
- Tell students that today they will listen to another section of *Toys Galore* and will mimic the actions that toys make when we play with them so that they are really experts on them.
- Direct students' attention to the posted learning targets and read the first one aloud:
 - **"I can use details from the text to describe the ways we can play with toys."**
- Invite students to take out their imaginary bows and take aim at the learning target as they recite the **"Learning Target" poem**.
- Remind students that *details from the text* are the words and pictures in the text.
- While still displaying the text, read **pages 12–18** of *Toys Galore* aloud slowly, fluently, and with expression, pointing to each word as you read it.
- Stop after reading **page 18**.
- Say:
 - **"I see a lot of toys with wheels on these pages. The author uses the words *whirling* and *twirling* to describe the actions these toys with wheels might make."**
- Reread **page 18**.
- Using a total participation technique, invite responses from the group:
 - **"What does *whirling* mean? What does *twirling* mean?" (going around and around)**
- Tell students that they are going to pretend to be a toy that whirls and twirls. Solicit their ideas as to what that might look like.
- Remind students of safe and courteous movements. Invite them to whirl and twirl like the toys with wheels do.

Kindergarten Reading and Writing Task

- Place the **Word Wall cards** and pictures for *whirl* and *twirl* on the **Toys and Play Word Wall**.
- Using a total participation technique, invite responses from the group:
 - **“What did the author show us about the ways we can play with toys with wheels?”** (*whirl, twirl, roll, push, spin*)
- Define the words *roll, push, and spin* for students as necessary.
- Place the **Word Wall cards** and pictures for *roll, push, and spin* on the **Toys and Play Word Wall**.
- While still displaying the text, continue reading until **page 23**.
- Invite students to turn and talk:
 - **“I see more toys that are balls and ones that have wheels. What do the details in the text show us about how we can play with these toys?”** (*racing toys with wheels, dribbling balls*)
- Explain that the author shows pictures of toys with wheels to race and balls to dribble.
- Define the words *race* and *dribble* for students as needed.
- Place the **Word Wall cards** and pictures for *race* and *dribble* on the **Toys and Play Word Wall**.
- Invite students to choose one other toy action to mimic in their spots.
- Tell students they will finish the last section of **Toys Galore** in the next lesson, and there will be another chance for them to be word detectives.

Modeling: Examining and Drawing Toys (10 minutes)

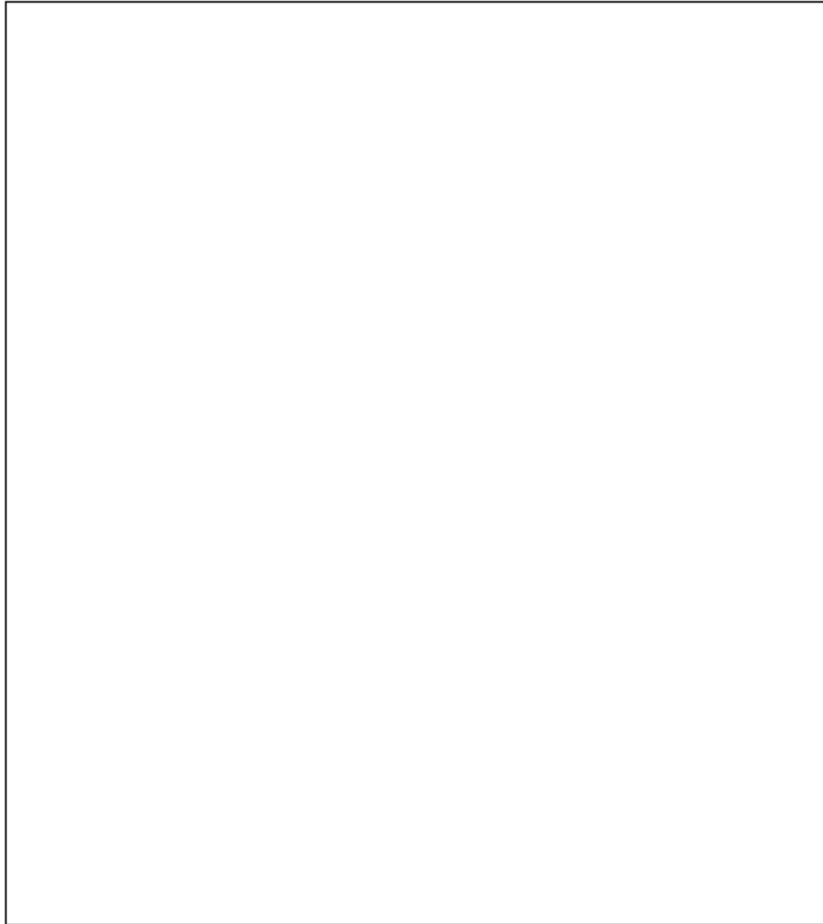
- Remind students that they have done a lot of reading and discussing to learn ways to describe the toys in the classroom and that they will continue to use that knowledge to help them make drawings of classroom toys.
- Direct students’ attention to the posted learning targets and read the second one aloud:
 - **“I can use pictures and words to describe a classroom toy.”**
- Ask one or two students to remind the class what the word *describe* means.
- Invite students to take out their imaginary bows and take aim at the learning target.
- Remind them that to describe a classroom toy, they need to include a lot of details, which will require closely examining the toys.
- Similar to the previous lesson, model selecting a toy from the **toys basket** and closely examining it.
- As you closely examine the toy, think aloud about its attributes, focusing specifically on color, and then draw what you see. For example:
 - Select a puppet.
 - Closely examine the puppet by turning it over several times in your hand.
 - Say:
 - **“I notice this puppet has several colors: blue, green, red. I notice those colors are in specific places on the puppet. I’m going to draw the colors I see and where I see them.”**
 - Draw the puppet and its respective colors on the posted **Drawing and Labeling Toys: Teacher Model**.
 - Model using the **Color Words anchor chart** to locate the color words and label them on the drawing.

Kindergarten Reading and Writing Task

- Model labeling the toy using the Classroom Toys chart.
 - Say:
 - **“I want to label my drawing so when people look at it they know it’s a puppet. I’m going to use the Classroom Toys chart to help me spell the word *puppet* .”**
- Remind students to closely examine their toys, use the anchor charts to help with labeling, and add many details to their drawings.
- Tell students that now it is their turn to use what they have learned as play experts to practice making detailed classroom toy drawings.
- Invite students to zigzag like racecars back to their tables. **Independent Practice: Examining and Drawing Toys (20 minutes)**
- Direct students’ attention to the **toy baskets** at their tables.
- Allow students 5 minutes of free play and exploration time.
- Say:
 - **“Explore the toys in your basket. Remember, as play experts, you’re going to have to create detailed drawings, so use your exploration time to really learn about the toys.”**
- After 5 minutes, direct students’ attention to the **Drawing and Labeling Toys: Student Response Sheet** at their tables.
- Briefly review the directions for the task:
 - Select a toy.
 - Closely examine the toy.
 - Draw the toy, paying close attention to what you observed when you closely examined it.
 - Use the **Shape Words anchor chart, Color Words anchor chart, Size Words anchor chart, Texture Words anchor chart, and Toys and Play Word Wall** to help with your drawing and label.
- Invite students to select a toy from the basket and begin.
- As students draw, circulate and provide support as needed. Remind them to closely examine the toys to make sure their descriptions and drawings include a lot of details. Point out the resources in the room that students may use to assist them: the attributes anchor charts and **Word Wall**.

Drawing and Labeling Toys Response Sheet

Name: _____ Date: _____



Grade 4 Writing to Demonstrate Learning Sample for Reading and Writing

Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence from the text.</p> <p>C.5.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p>	<p>ILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</p> <p>ILP 8: Engage in specialized, discipline-specific literacy practices.</p>

Grade 4 Reading and Writing Task

From EL Education Grade 4, Module 4, Unit 1, Lesson 6: Determining Theme and Summarizing a Text: [The Hope Chest](#)

- Students hear Chapter 5 of *The Hope Chest* read aloud and are introduced to idioms, adages and proverbs. This chapter is read aloud because of its complex language and slang that students may find challenging to read.
- Together, students consider themes in *The Hope Chest* using details from the text. Although students are only five chapters into the book, some of the themes are starting to become evident (e.g., do something meaningful, inequality is injustice, etc.).
- Students summarize Chapter 5.

Exit Ticket: Summarizing *The Hope Chest*, Chapter 5

RL.4.1, RL.4.2

(Example, for Teacher Reference)

Which theme can you see in Chapter 5? *Note that this is an example; the themes students have chosen may vary according to the theme and supporting details they have selected.*

Theme: <i>Don't judge a book by its cover</i>		
Supporting details (including pages): 1. <i>Page 51: Violet tells Hobie they don't need his help because she thinks he looks like the "wrong sort of people."</i>	Elaboration: How is this <u>detail</u> evidence of the theme? <i>Violet tells him they don't need his help because she is judging Hobie by how he looks, not who he is.</i>	What is happening at this point in the chapter? (be brief) <i>Violet and Myrtle are trying to get a train from New York to Washington when they meet a homeless boy called Hobie, who wants to help them.</i>
2. <i>Page 52: Violet takes Myrtle to the side to whisper that they need to lose Hobie immediately.</i>	<i>Violet tells Myrtle that they need to lose Hobie because she is judging him by how he looks, not who he is.</i>	<i>As above.</i>

Summary

*In Chapter 5 of *The Hope Chest* by Karen Schwabach, the theme "don't judge a book by its cover" is evident. At the beginning of the chapter, Violet and Myrtle meet Hobie the Hobo, who wants to help them get the right trains from New York City to Washington. At first, on page 51 Violet tells Hobie they don't need his help because she thinks he looks like the "wrong sort of people." She judges him to be a bad person by what he looks like and how he talks without knowing him. On page 52 she tries to tell Myrtle that they need to lose Hobie also because she doesn't like the way he looks, until she realizes they need his help. Actually, Hobie turned out to be very helpful.*

Grade 5 Teacher Notes

For students who need more scaffolding, a Summary Sentence Frame may be appropriate.

Responding to Inequality: Ratifying the 19th Amendment Grade 4: Module 4: Unit 1: Lesson 6

Summary Sentence Frame

RL.4.1, RL.4.2

Name: _____ **Date:** _____

In chapter _____ of _____ by
_____, we see evidence of the theme
_____.

We see it on page _____ when _____
_____.

This is an example of the theme because _____

_____.

We also see it on page _____ when _____
_____.

This is an example of the theme because _____

_____.

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Grade 10 Writing to Demonstrate Learning Sample for Reading and Writing

Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p>RI.9-10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.</p> <p>C.9-10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p>ILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</p> <p>ILP 8: Engage in specialized, discipline-specific literacy practices.</p>

Grade 10 Reading and Writing Task

Using your annotations on “Letter from a Birmingham Jail” by Martin Luther King, Jr., compose a paragraph delineating the argument and specific claims in paragraphs 10–11. Assess whether King’s evidence is relevant and sufficient.

Grade 10 Teacher Notes

This task is adapted from [EngageNY](#), a free, online, open-source high-quality instructional resource that receives green ratings on EdReports. This unit leverages a text set including Martin Luther King, Jr.’s “Letter from a Birmingham Jail” and three short poems. EngageNY is a free, online high-quality instructional resource (HQIR) for reading and writing available to all educators.

EngageNY’s [Grade 10 Module 2, Unit 1: How Do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?](#) details the entire learning sequence for this unit, while [Lesson 5](#) specifically addresses instruction and assessment of **RI.9-10.8** and **C.9-10.2**.

Tools to Support Teacher and Student Content Knowledge: Some students may be able to write a response to this task independently or with little instructional support. However, explicit instruction of literacy skills remains best practice to support all learners, even if they are proficient readers and writers. Below are tools to provide explicit instruction of the analysis skills required in RI.9-10.8. Notice how Writing to Learn can support Writing to Demonstrate Learning:

Grade 10 Teacher Notes

1. [Argument Delineation Tool](#): An example of [Writing to Learn](#) that demonstrates to teachers and students how to delineate an argument with grade 10 standards expectations in any informational text.
2. [Central Ideas Tracker](#): Another example of Writing to Learn that demonstrates to teachers and students not only how to determine a central idea but how to analyze how specific textual details can shape and refine a central idea over the course of a text (RI.9-10.2).
3. [Short Response Rubric and Checklist](#): An assessment tool that helps teachers and students follow grade 10 standards expectations for reading informational text and responding to the task above. This tool helps teachers and students answer the questions, “How well am I applying the skills I learned in this lesson? To what level am I demonstrating my learning?”