

Safe Ride

As the wheels on the bus go round and round, many kids are being bounced around. A new study shows that about 17,000 accidents occur on school buses each year. Injuries range from cuts to broken bones.

Researchers report that crashes aren't causing all of those injuries. Kids are sometimes thrown around when buses stop and turn. Some people say those injuries could be prevented if school buses had seat belts.



Traffic safety experts say seat belts would not reduce, or lower, injuries. Not all injuries occur when kids are in their seats. Nearly one quarter of injuries occur when kids are getting on and off the buses.

School buses are still the safest way for kids to ride to school, says the National School Transportation Association. The number of kids injured is only a small fraction of the nearly 24 million kids who travel on school buses each year.

<http://www.readworks.org/passages/safe-ride>

Writing Task:

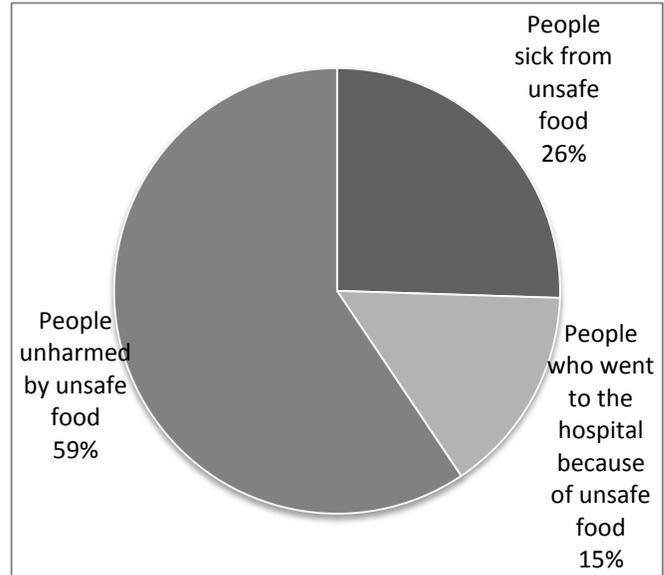
What do you think? Should school buses be required to have seat belts? Write a paragraph that states your opinion and gives supporting details from the article. Make sure your writing has a topic sentence and conclusion. Include reasons from the article to support your opinion. Be organized. Follow the rules for grammar, usage, and mechanics. Type your final paragraph.

Unsafe Food Problems in Greenville Last Year

Dr. Peter Jeffords head of Greenville Hospital, said today that he is worried about the large number of people in the town of Greenville who got sick last year from unsafe food. "It's a problem everywhere," said Dr. Jeffords. "In fact, much of the U.S. population gets sick from unsafe food every year." Most of these problems are not serious, but some people can get very sick and need to go to the hospital. A very small percentage of people die from bacteria and food poisoning every year. Children under five years old and adults over 54 are more likely than other people to get sick.

We asked Dr. Jeffords what we can do to stay safe. He told. You can have fun in the kitchen and enjoy your food if you follow these rules:

- Wash your hands.
- Work on a clean counter, and always use clean dishes.
- Don't work with food when you are sick.



- Don't touch uncooked food with your hands.
- Keep food at safe temperatures. Keep cooked food below 41°F. Keep hot food over 140°F.
- Check the "use by" dates. Throw out food that looks or smells bad.

Podnecky, Janet, and Jayme Goldstein. *Step Forward: Language for Everyday Life*. Workbook ed. New York: Oxford UP, 2007. 42.

Writing Task

What does this article say about how people can get sick from unsafe food? Write a paragraph that explains how people get sick from unsafe food. Have a topic sentence. Include details from the article. Use your best spelling, grammar, and punctuation. Type your final paragraph.

Mary Walks Home

Mary works at a bank. She begins working at eight o'clock in the morning. She stops working at five o'clock in the afternoon.

At five o'clock the bank closes. Everybody goes home. Some people drive home. Some people take the train. Some people take the bus.

Mary walks home. She likes to walk. She walks, and walks, and walks, and walks. Mary lives eight miles from the bank. She walks for three hours.

At eight o'clock in the evening, Mary is home. She eats dinner. At ten o'clock she goes to bed. Mary is tired.

She is 62 years old.



Heyer, Sandra. *Very Easy True Stories: A Picture-based First Reader*. White Plains, NY: Addison Wesley Longman, 1998. 10.

Writing Task

Write a paragraph about what Mary does every day. Tell Mary's story in order. Use time-order words. Type your final paragraph. Use your best grammar, spelling, and punctuation.

Anchor 7, 8, 9 Level C

Writing Task

We have spent the last few weeks looking at different careers. You have looked at several careers you might be interested in. You have researched job duties, pay and benefits, and required training or education. Write one to three paragraphs about which career you are most interested in. In your paper, include why you are interested in this career. Include a summary of your research. Organize your paper with an introduction, body, and conclusion. List your sources at the end of your paper. Follow the rules for grammar, usage, and mechanics. Type your final paper. You may include graphs, charts, or photographs if it is appropriate.

Level D Anchor 2

“What it Means to be Colored in the Capital of the United States”

Write one or more paragraphs that explain Ms. Terrell’s theme or message in this speech. Cite specific evidence to support your writing. Your paragraph should do the following:

- state what you believe to be is the central theme, message, or idea of the text
- explain, cite, and/or paraphrase at least 3 details from the text in support
- be organized and use transition words to move from one idea to the next
- use grammar, punctuation, and spelling correctly

Level E Anchor 2

“What it Means to be Colored in the Capital of the United States”

In this speech, Ms. Terrell describes the experiences she and others had in Washington D.C. in the early 1900s. Write a multiparagraph essay that connects Ms. Terrell’s speech and experiences to the historical era of the early 1900s particularly the Jim Crow laws. Use the article “A Brief History of Jim Crow” to provide additional evidence. Your essay will be evaluated on:

- how well you support your point of view with evidence from both texts
- how well you organize your essay
- your use of varied sentence structures, precise academic language, and the conventions of Standard English

How to Evaluate a Writing Task

- Is the question worth asking?
- Does it provide students with an opportunity to explore what they have learned from the text?
- Does it ask students to include evidence from the text in their response?
- Does the prompt use the language of the CCR Standards where appropriate?
- Is the prompt reasonable for the time and energy allotted?
- Does the prompt ask for a piece of writing that fits anchors 1, 2, or 3?
- Does the prompt allow for a student to show all the sub points of the anchor?

Thomson, Sarah L. *Where Do Polar Bears Live?* Illustrated by Jason Chin New York: HarperCollins, 2010.

This island is covered with snow. No trees grow. Nothing has green leaves. The land is white as far as you can see.

Then something small and round and black pokes up out of the snow.

A black nose sniffs the air. Then a smooth white head appears. A mother polar bear heaves herself out of her den.

A cub scrambles after her.

When the cub was born four months ago, he was no bigger than a guinea pig. Blind and helpless, he snuggled in his mother's fur. He drank her milk and grew, safe from the long Arctic winter.

Outside the den, on some days, it was fifty degrees below zero. From October to February, the sun never rose.

Now it is spring—even though snow still covers the land. The cub is about the size of a cocker spaniel. He's ready to leave the den. For the first time, he sees bright sunlight and feels the wind ruffle his fur

The cub tumbles and slides down icy hills. His play makes him strong and teaches him to walk and run in snow.

Like his mother, he cub is built to survive in the Arctic. His white fur will grow to be six inches thick—longer than your hand. The skin beneath the cub's fur is black. It soaks up the heat of the sun. Under the skin is a layer of fat. Like a snug blanket, this blubber keeps in the heat of the bear's body.

Polar bears get too hot more easily than they get too cold. They stretch out on the ice to cool off.

To Create a High Quality Writing Task

- Require students to gather, organize, and present evidence from what they read.
- Expect students to return to the text.
- Use the language of the CCR Standards where appropriate.
- Give writers an opportunity to explore what they learned from the text.
- Require an exploration of the most essential ideas from the text.
- Are reasonable in terms of the time and energy allotted to students to complete the task.

<http://www.tv411.org/reading/understanding-what-you-read/video-medicine-labels>

<http://tinyurl.com/hka9364>

Evaluating Student Writing

I think that Thomas Alva Edison is the most important person that we read about because he invented the electric light bulb. Back a long time ago, we did not have the electric light bulb. We had candles. If we did not have the electric light bulb, we would have more fires. It would be a lot darker than it is with the electric light bulb. How would kids do homework in the dark? How would we get around at night?

If Thomas Alva Edison never lived, what do you think it would be like? With only candles for light, how would it feel? What would it be like without the electric light bulb? What would it be like without Thomas Alva Edison?

- Introduction
 - States the opinion
 - Uses a topic sentence
 - Shows a point of view
- Support
 - Support the opinion
 - Sufficient reasons
- Writing style
 - Text follows an organizational pattern
 - Linking words and phrases are used
- Conclusion
 - Restates opinion

Resources

http://www.corestandards.org/assets/Appendix_B.pdf Collection of exemplar texts at all levels

http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf Collection of student writings K-12 as examples

<http://www.davestuartjr.com/what-are-the-ccss-ccr-anchor-standards/> Explanations of each individual standard by a high school teacher

<http://achievethecore.org/page/752/featured-lessons> Close reading model lessons that include writing assignments