

Sierra Preparatory Academy 2018-2019

English Language Arts

LITERACY COACH MENU

STARTERS

TECH SUPPORT FOR TEACHERS

- Class website design, Google apps support, Canvas, Google Classroom, Doceri, Digital Portfolios, Weebly, blogging, YouTube, Flipped classroom strategies

CLASSROOM GUEST

- Invite the LC to your classroom to teach your students while you co-teach with or observe a colleague in your content area.

SMALL-GROUP INSTRUCTION

- Set up small group instruction for struggling students in math, English, social studies, or science. Send small groups to room #102. Please schedule the session and discuss learning objectives in advance.

BRAINSTORM BUDDY

- Bounce off ideas and create lesson plans aligned with StudySync, Stanford History Education Group, NGSS, and CPM curriculum.

MADE TO ORDER

"BESPOKE PBL"

- Personalized project-based learning tailored to your unit, your students, and your goals

TAILOR-MADE ARTS INTEGRATION

- Embed art history, art analysis, and visual/performing arts into a lesson or unit you are planning to teach in your classroom.

NEW TEACHER SUPPORT

- TIPS support, classroom management, positive class culture, curriculum and instruction support

ENTREES

ACADEMIC DISCOURSE

- Encourage academic conversations in the classroom (Fishbowl speeches, Philosophical Chairs, and Socratic Seminars)

CRITICAL READING + WRITING

- Reading and Writing logs, annotation strategies, TEPAC, student-driven rubrics, voice and choice in text selection and constructing writing prompts

TEAM-TEACHING

- Co-teach! Make observations, reflect on the process, and decide on adjustments together!

ASSESSMENT SUPPORT

- Construct assessments that provide meaningful data and prepare kids for the rigor of high-stakes testing.

DESSERTS

DATA CHATS

- Collaboratively review data and analyze results from formal assessments to make effective instructional decisions.

PLCS (PROFESSIONAL LEARNING COMMUNITY)

- Create teams of teachers in order to conduct lesson studies, experiment with new ideas, rotate classes, implement varied strategies, and collectively analyze their impact on student learning.

DEMONSTRATION LESSON

- Invite the LC to teach a lesson to the class, so you can observe your students. Evaluate student engagement, academic progress of students, and student interactions during class. Reflect and collaborate together based on student feedback.

CHEF'S SPECIAL

FACILITATING CRITICAL THINKING THROUGH GATE STRATEGIES

- Use universal themes, depth and complexity icons, and content imperatives to build rigor (applicable to ALL students).

THE CRITICAL CURRENT

- Use current events to build critical thinking skills (credibility, reliability, accuracy, and bias) when reading non-fiction informational texts, and news articles.

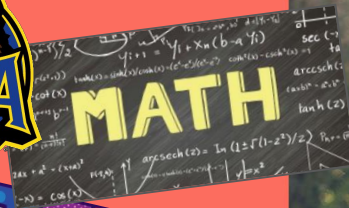
Website: www.teachpark.org

Social Media @leampark

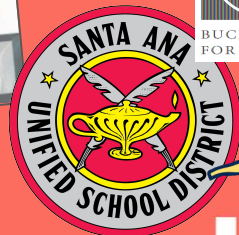
Professional Learning Community Room (#6102)

Email: deborah.park@sausd.us

Deborah Park



BUCK INSTITUTE FOR EDUCATION



grateful

excited

inspired

life-long learner

collaborator

team member

Nice to meet you!

Sierra Preparatory Academy 2018-2019

Let's grow!

teachpark.org

TEPAC OVERVIEW

PT

1. TOPIC SENTENCE

2. EVIDENCE

3. PARAPHRASE

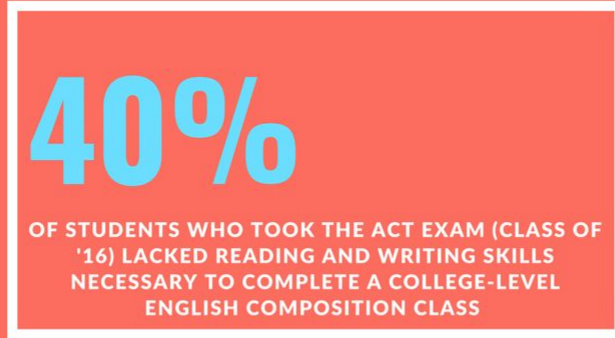
4. ANALYSIS

5. CONCLUDING SENTENCE

national statistics



NEAP WRITING 2011



ACT, INC. 2017



The Study of Social Studies

Directions: Explain the following topic in a complete paragraph containing a topic sentence, supporting detail sentences and a closing sentence.

Topic: Explain why we study the past.

We study the past because
it's good to learn about things that happen
years ago. In history we learn all about
the past. We learn about wars that
happened years ago, how many people died, generals, and
what countries were in them. The past
is full of people.

A pre-assessment in social studies by a Staten Island ninth grader, part of a Writing Revolution program.

Source: New York Times
<https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html>

Catlin 1

Beth Catlin
Professor Elaine Bassett
English 106
3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Riches"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves," he later turned this proverb into "watch the cents, and the profits take care of themselves" ("Riches"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Riches"). His theory

Expectation versus Reality

What if our entire team provided all of our students with tools to become effective writers in every class this year?



TEPAC OVERVIEW

9

1. TOPIC SENTENCE

2. EVIDENCE

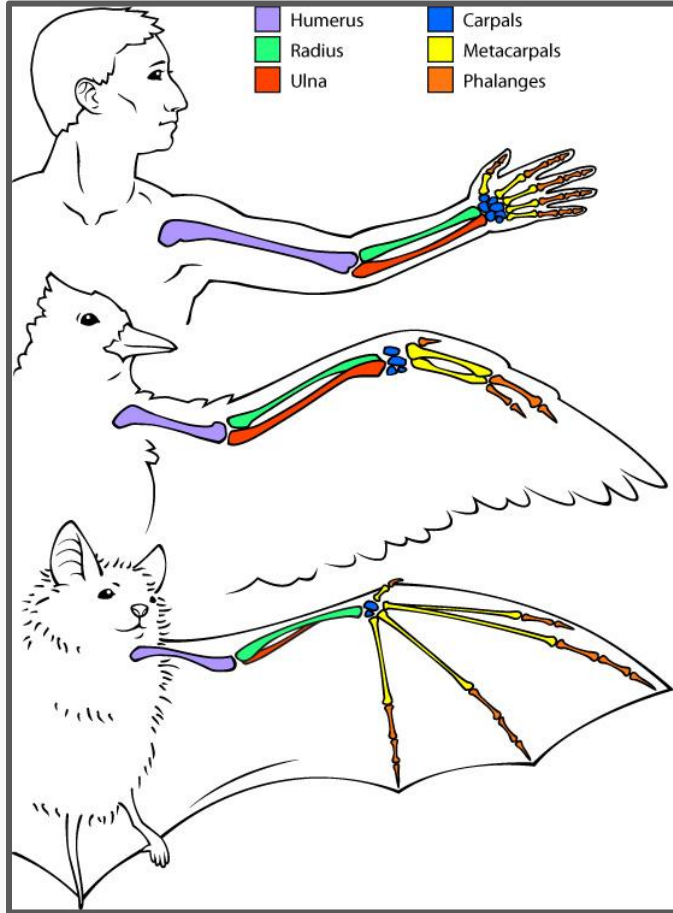
3. PARAPHRASE

4. ANALYSIS

5. CONCLUDING SENTENCE

Tools can change what is possible.

Science Writing Task



Homologous Structures

Directions: “Based on what we have discussed, and the evidence you see here, who do you think we (humans) are more closely related to: bats or chickens?” Use the TEPAC strategy to support your answer.



Science Writing Task

Handwritten student work on "Homologous Structures" worksheets. The pages show diagrams of human, bat, and bird forelimbs with color-coded bones (Humerus, Radius, Ulna, Carpals, Metacarpals, Phalanges) and handwritten responses to a writing prompt.

Worksheet 1 (Left): Student: Frias Cephalos, Kayley, Date: January 19, 2018. The prompt asks: "Based on what we have discussed, and the evidence you see here, who do you think we (humans) are more closely related to, bats or chickens? Use the TEPAC strategy to support your answer." The student's response is: "One is strongly claim that humans are more closely related to a bat. For instance in the wings to that it is that it shows structures one can see that is shared by both because they both have a bat can have a wing but can't fly. This is so important because it helps us figure out how some structures are more closely related to each other." The student also notes: "I think humans are more closely related to bats because they both have a wing but can't fly." and "I think humans are more closely related to bats because they both have a wing but can't fly."

Worksheet 2 (Middle): Student: Bryan Espinoza, Date: January 19, 2018. The prompt is the same as Worksheet 1. The student's response is: "One that I relate in the that one so wing as a that the. This is so important because it helps us figure out how some structures are more closely related to each other." The student also notes: "I think humans are more closely related to bats because they both have a wing but can't fly." and "I think humans are more closely related to bats because they both have a wing but can't fly."

Worksheet 3 (Right): Student: Cesar, Date: January 19, 2018. The prompt is the same as Worksheet 1. The student's response is: "One that I relate in the that one so wing as a that the. This is so important because it helps us figure out how some structures are more closely related to each other." The student also notes: "I think humans are more closely related to bats because they both have a wing but can't fly." and "I think humans are more closely related to bats because they both have a wing but can't fly."



Mathematics Performance Task (7th)

5

Sam and you are going to paint your room together.

Sam takes 10 minutes to paint 25 square feet.

It takes you 5 minutes to paint 25 square feet.

Sam says, "If we paint together, then it will take 15 minutes for us to cover 50 square feet."

Give an explanation to convince Sam that she is **incorrect**.

Mathematics Performance Task (7th)

This question is worth two points.

Sample Response 5c

B *I* U I_x \sum \equiv \equiv \equiv \equiv ✂ 📄 📁 ↶ ↷ ABC Ω

Different rates of painting does not necessarily mean separate times to paint. Both Sam and I are not one entity. Due to the different rates, I would paint 50 sq ft in 10 minutes while Sam would still paint 25 sq ft in 10 minutes.

SCORE POINT

1

The student seems to understand the nature of Sam's error; however, he/she does not provide a clear argument as to why Sam's claim is incorrect. The response contains only partial evidence of the student's competence in reasoning to the extent that these processes relate to the specified task.

evidence

argument

reasoning

claim

task

Mathematics Performance Task (7th)

Sample Response 5a

No, because by the time 5 minutes passes, Sam will only have painted 12.5 ft and I will paint 25. So if you calculate my amount to paint 25 ft in 5 min by 3, I'll paint 75 ft in 15 min. For Sam, you'd add the amount for 10 min (25 ft) to the 12.5 ft in 5 min to get 37.5 ft. If you add $75 + 37.5$, you'll get 112.5 ft. We'll have painted 112.5 ft in 15 minutes.

Sam's thinking of the ft we'll paint together is if we did it at different times like if I painted for 5 minutes and Sam painted 10 minutes after I painted 5 minutes.

Topic sentence/claim

Evidence
Paraphrase
Analysis

Concluding sentence

SCORE POINT

2

The student is able to refute Sam's claim by correctly calculating the amount painted together in 15 minutes (112.5) and also describes the problem with Sam's reasoning – making the assumption that Sam must think they *took turns* painting rather than painting at the same time. Note that the minor flaw in units (using ft instead of sq ft throughout the explanation) does not detract from receiving full credit. The response contains evidence of the student's competence in reasoning to the full extent that these processes relate to the specified task.

ELA DWA Essay Prompt (8th)

Writing Situation:

To stand or not to stand. The “Star Spangled Banner” is our national anthem and it evokes an emotional reaction from a great many people. The controversy; however, arises when prominent figures such as professional athletes refuse to stand, but rather, take a knee or remain seated, when America’s anthem is played. This silent protest* delivers a message, but is this form of protest one of disrespect for our flag and country? Or is the national level platform of the NFL an appropriate forum for a “silent protest,” which is intended to bring awareness to the racial tensions in our country?

* **Silent protest** is an organized effort where the participants stay quiet to demonstrate disapproval. It is used as a form of civil disobedience and nonviolent resistance.

Writing Task:

After reading the informational texts and the infographic about the national anthem protests, write an argumentative essay about whether or not refusing to stand for the national anthem is an appropriate form of protest. Your 4-5 paragraph argumentative essay should cite several pieces of evidence from one or more sources you read and include a counterclaim, addressing an opposing view.

- Be sure your essay includes an introduction, body, and conclusion.
- Include sufficient evidence from the text to support your argument.
- Be sure to write clearly and to check your essay for correct spelling, punctuation, and grammar.

You may cite the sources as Source A, Source B, etc. or by using the description in parentheses.

Source A (ProCon Article)

Source B (Star-Spangled Banner)

Source C (First Amendment)

Source D (Infographic)

ELA DWA Essay Prompt (8th)



The ProCon is supported by ProCon.org

Refusing to Stand for the National Anthem: Top 3 Pros and Cons
 San Francisco 49ers quarterback Colin Kaepernick first refused to stand during "The Star-Spangled Banner" on Aug. 26, 2016 to protest racial injustice and police brutality in the United States. Since that time, many other professional football players, high school athletes, and professional athletes in other sports have refused to stand for the national anthem. These protests have generated controversy and sparked a public conversation about the protesters' messages and the way they've chosen to deliver those messages.

Pros	Cons
<p>#1 When one believes the United States is not living up to its ideals of freedom, liberty, and justice for all, refusing to stand for the national anthem is appropriate and justified. Colin Kaepernick said, "I'm not going to stand up to show pride in a flag for a country that oppresses black people and people of color... To me, this is bigger than football and it would be selfish on my part to look the other way." Denver Broncos linebacker Brandon Marshall, who also has knelt during the national anthem, said, "the message is 'I'm against social injustice... I'm not against the military or police or America at all.'"</p>	<p>#2 Refusing to stand for the national anthem shows disrespect for the flag and members. The national anthem pays respect to the people who have risked their lives, been injured, or died defending the U.S. Carole Lieber, a descendant of the writer of the national anthem (Francis Scott Key) stated that "It just blows my mind that somebody like [Kaepernick] would do what he does to dishonor the flag of his country and the national anthem when we have young men and women overseas fighting for this country people that have died for this country." Drew Brees, a Saints quarterback, supported Kaepernick's message but disagreed with the delivery: "It's an 'sorrowful that you're sitting down, disrespecting that flag that has given you the freedom to speak out." "A figure of speech in which apparently contradictory terms appear in conjunction (e.g., both unbreakable and very breakable)." <i>Merriam-Webster</i></p>
<p>#2 When a national figure such as an NFL player refuses to stand for the national anthem, it shocks people into paying attention and generates conversation. Many people were shocked and offended when Colin Kaepernick refused to stand for "The Star-Spangled Banner," and the resulting debate has continued as additional players joined the protest. NFL Commissioner Roger Goodell originally disagreed with those actions, but later said, "I truly respect our players wanting to speak out and change the community. We want them to use that voice." Social media has given a voice to strong opinions on both sides, including members of the armed forces who express support for Kaepernick's right to protest by posting under the hashtag #VeteransForKaepernick.</p>	<p>#2 Not standing for the national anthem is an ineffective and counterproductive way to promote a cause. Clemson University football coach Dabo Swinney said in a press conference: "I don't think it's good to be a distraction to your team. I don't think it's good to use your team as the platform." President Obama expressed concern that not standing for the national anthem can get in the way of the message: "As a general matter, when it comes to the flag the national anthem and the meaning that holds for our men and women in uniform and those who've fought for us—that is a tough thing for them to get past to their hear what [Kaepernick's] deeper concerns are." Malcolm Jenkins, safety for the Philadelphia Eagles, supported Kaepernick's message but said, "My grandfather served [in the military]. And this is a country that I love. So, me not standing for the national anthem isn't really going to get me the results that I want."</p>
<p>#3 Not standing for the national anthem is a legal form of peaceful protest, which is a First Amendment right. President Obama said Kaepernick was "exercising his</p>	<p>#3 Refusing to stand for the national anthem angers many and sows division in our country. Kaepernick and others who have refused to stand for the national anthem have caused division among their teams, their</p>

constitutional right to make a statement. I think there's a long history of sports figures doing so." The San Francisco 49ers said in a statement, "In respecting such American principles as freedom of religion and freedom of expression, we recognize the right of an individual to choose and participate, or not, in our celebration of the national anthem. A letter signed by 35 US veterans stated that "Far from disrespecting our troops, there is no finer form of appreciation for our sacrifice than for Americans to enthusiastically exercise their freedom of speech."

The 2017 NFL pre-season began with black players from the Seattle Seahawks, Oakland Raiders, and Philadelphia Eagles kneeling or sitting during the anthem with support of white teammates. On Aug. 21, 2017, twelve Cleveland Browns players knelt in a prayer circle during the national anthem with at least four other players standing with hands on the kneeling players' shoulders in solidarity, the largest group of players to take a knee during the anthem to date. Jabrill Peppers, a rookie safety, said of the protest, "There's a lot of racial and social injustices in the world that are going on right now. We just decided to take a knee and pray for the people who have been affected and just pray for the world in general... We were not trying to disrespect the flag or be a distraction to the team, but as men we thought we had the right to stand up for what we believed in, and we demonstrated that."

Seth DeVallue, a tight end for the Browns and the first white NFL player to kneel for the anthem, stated, "The United States is the greatest country in the world. And it is because it provides opportunities to its citizens that no other country does. The issue is that it doesn't provide equal opportunity to everybody, and I wanted to support my African-American teammates today who wanted to take a knee. We wanted to draw attention to the fact that there's things in this country that still need to change."

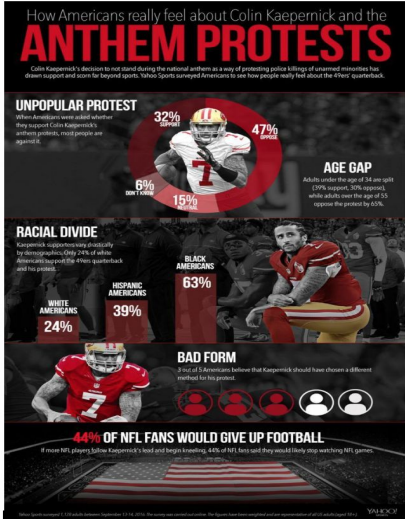
Some Cleveland Browns fans expressed their dissatisfaction on the team's Facebook page. One commenter posted, "Pray before or pray after. Taking a knee during the National Anthem these days screams disrespect for our Flag, Our Country and our troops. My son and the entire armed forces deserve better than that."



Colin Kaepernick (on number seven jersey) and teammate Eric Reid knelt during the national anthem on Sep. 1, 2016. (Source: Josh Levin, "Colin Kaepernick's Protest Is Working," *Slate.com*, Sep. 12, 2016)



Twelve Cleveland Browns players knelt in prayer during the national anthem on Aug. 21, 2017, with the support of four other players who stood. (Source: Satchel Price, "Cleveland Browns Players Kneel During National Anthem," *television.com*, Aug. 22, 2017)



<https://sports.yahoo.com/news/yahoo-poll-half-of-americans-oppose-kaeperniks-protest-154103124.html>

DOCUMENT B (First Amendment)

First Amendment
 Source: Cornell Law School

The U.S. Constitution, created in 1789, is the supreme law of the United States. Many amendments, or changes, have been made to the United States Constitution over time. The first ten amendments are called the Bill of Rights, and were designed to show the limits of the government and protect individual rights of the people. Below is the first amendment:

"The First Amendment guarantees freedoms concerning religion, expression, assembly, and the right to petition. It forbids Congress from both promoting one religion over others and also restricting an individual's religious practices. It guarantees freedom of expression by prohibiting Congress from restricting the press or the rights of individuals to speak freely. It also guarantees the right of citizens to assemble peaceably and to petition their government."

petition: make or present a formal request to (an authority) with respect to a particular cause.
 assembly: the gathering of people for a purpose
 expression: the process of making known one's thoughts and beliefs
 forbids: to not allow
 religious practices: freedom to practice and worship any religion or no religion

Writing Task:
 After reading the informational texts and the infographic about the national anthem protests, write an argumentative essay about whether or not refusing to stand for the national anthem is an appropriate form of protest. Your 4-5 paragraph argumentative essay should cite several pieces of evidence from one or more sources you read and include a counterclaim, addressing an opposing view.

Controversial/Complex issue ("Appropriate" form of protest)
Expectations:

- Time Constraint: 90 minutes
- Three sources:
 - Pro/Con article, First Amendment, and Infographic
- Multi-paragraph argumentative essay
- Counterclaim required

ELA DWA Essay Prompt (8th)

LA Period ½

05/09/18

DWA Writing Assessment

The act of taking a knee during the national anthem is a very controversial topic. It all started when Colin Kaepernick decided to not stand during the “Star Spangled Banner” to protest police brutality and racial injustice. Overtime, many other sport stars have refused to stand as well. Police brutality has become an ongoing issue in America and athletes are standing up for what they believe in. America says that they stand by “life, liberty, and the pursuit of happiness” but that is not true anymore. They are people out there treated differently because of their skin color. It is not disrespectful for NFL players to take a knee during the national anthem due to the fact that it's a guaranteed freedom, a good cause, and a silent protest.

First and foremost, protesting is a guaranteed freedom from birth. The Supreme Law of the Land, the Constitution, protects an individual rights and shows the limitations of the government. As stated in the US Constitution, written in 1789, it states “The First Amendment guarantees freedoms concerning religion, expression, and the right to petition.” If the NFL players are banned from kneeling during the “Star Spangled Banner” it would be unconstitutional. This is not disrespectful because they have a right to do so. Forbidding them to do so is like restricting a group from boycotting in front of a meat place. They all have a belief and they are protesting peacefully. In addition to that there is also another side to this argument, According to Seth DeValve, he implies that “The united States is the greatest country in the

world. And it is because it provides opportunities to its citizens that no other country does.” The NFL players saw something that they wanted to change so they went for it. If our country did not give us the right to protests and all these other freedoms, we would all be biased. This would be disrespectful if we did not have the right however we do. In conclusion, kneeling during the national anthem does not show disrespect since it is a guaranteed freedom. However, this is not the only factor to why it does not show disrespect.

Secondly, sport stars taking a knee during the national anthem does not show disrespect because it is for a good cause. Police brutality and social injustice has become a huge problem in our society, According to the infographic on Source C, it states, “Colin Kaepernick’s decision to not stand during the national anthem as a way of protesting police killings of unarmed minorities...” With him protesting, it could change America for the better. Many other athletes has also refused to stand. He is a very brave man because he decided to take matters into his own hands. If he had not done so, this issue probably would not have gotten so big. Furthermore, it has also brought us Americans together which is great. As stated in the infographic, “Only 24% of white Americans support the 49ers quarterback and his protest.” This can be both a good and bad thing, The good thing is that people of different ethnicities are coming together for a cause. On the other hand, it shows how we are divided as a country. There are only 24% of white Americans supporting while there are 63% of black Americans. In conclusion kneeling is not disrespectful since it is for a good cause. It is raising awareness about social injustice and police brutality.

Finally, this is not disrespectful because it is a form of silent protest. A silent protest is when participants come together to stay as a way to demonstrate disapproval. It is used as a form

of nonviolent resistance. According to Source A, Jabrill peppers implies how... “[They] are not trying to disrespect the flag... but as men [they] thought [they] had the right to stand up for what [they] believed in.” They are not violently addressing this matter. The team is doing this peacefully. If the NFL players were screaming at others to not say the national anthem and how our country is not representing what we are supposed tom, then that would be a problem.

However, they are not doing so. One can say that they are showing disrespect for the flag and its members, but that is not true. The flag is supposed to represent freedom for all people, including people of different races, but it is not right now. There has to be a significant change if the people want NFL players to start standing again. Kaepernick also says how, “[He] ia not standing up to show pride for a country that oppresses black people and people of color...” Taking a knee during the national anthem is a form of silent protest and it is not disrespectful.

To sum up, taking knee during the national anthem is not a sign of disrespect. This is not disrespectful because it is a guaranteed freedom, a good cause, and a silent protest. There are many ethical and controversial beliefs on this issue. One can argue that this is unpatriotic and that politics should not be in sports while one can say that they have a right. Hopefully, overtime, the issue to social injustice and police brutality can be resolved. The flag should represent what it is supposed to represent which is for all Americans. This should include people if different races and people of different color.

Social Studies DBQ (6th)

Hammurabi Mini-Q

Resource 5.1

Hammurabi's Code: Was It Just?



Overview: One of the world's oldest sets of laws was written by Hammurabi ("ha-moo-ROB-bee"), king of Babylon in the 18th century BCE. Hammurabi's Code is often studied to understand the values of ancient Mesopotamia. This Mini-Q explores the idea of fairness – what is "just" – by asking you to think about the punishments and rewards that made up Hammurabi's code.

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The Documents:

- Document A: The Stone Stele ("stee-lee")
- Document B: Epilogue of the Code
- Document C: Family Law
- Document D: Property Law
- Document E: Personal Injury Law

A Mini Document Based Question (Mini-Q)

Social Studies DBQ (6th)

Hammurabi Mini-Q

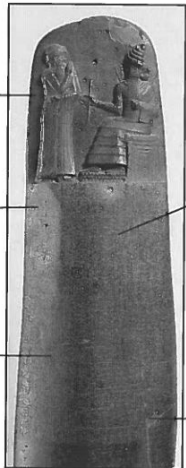
Resource 5.4

Document A

Source: Stone stele of Hammurabi's Code from the ancient artifacts collection of the Louvre Museum in Paris, France, circa 1754 BCE.

Note: The stele, carved from black diorite, stands more than eight feet tall and weighs four tons. This photograph shows the top third of the stele.

The carving at the top of the stele shows Hammurabi standing before Shamash, the god of justice, who is seated on his throne. Shamash is instructing Hammurabi in the law.



Detail of the stele carvings.

Below the two figures is the Prologue, in which Hammurabi lists the names of the gods, saying that they have given him the right to rule. The Prologue, like the rest of the code, is written in wedge-shaped cuneiform letters that have been carved into the stone.

Below the Prologue, closer to the base, are the 282 laws, organized by theme, including family life, agriculture, theft and professional standards. There are a total of 3,500 lines of writing, covering both sides of the stele.

Following the laws is an Epilogue, in which Hammurabi states how the laws should be carried out.

Document Analysis

1. What kind of writing was used to inscribe the code on the stele?
2. The code is divided into what three parts?
3. From where or whom does Hammurabi get the laws?
4. Is there any evidence in this document that can be used to argue that Hammurabi's Code was just?
5. Is there any evidence in this document that can be used to argue that Hammurabi's Code was not just?

Hammurabi Mini-Q

Resource 5.4

Document B

Source: Excerpts from the Epilogue of Hammurabi's Code, circa 1754 BCE.

... Hammurabi, the protecting king am I. ... That the strong might not injure the weak, in order to protect the widows and orphans, ... I set up these my precious words, written upon my memorial stone, before the image of me, as king of righteousness.

... By the command of Shamash, the great god and judge of heaven and earth, let righteousness go forth in the land. ... Let no destruction befall my monument; ... let my name be ever repeated; let the oppressed, who has a case at law, come and stand before this my image as king of righteousness; let him read the inscription, and understand my precious words. ...

... In future time, through all coming generations, let the king, who may be in the land, observe the words of righteousness which I have written on my monument; let him not alter the law of the land which I have given. ...

... If this ruler does not esteem my words, ... if he destroys the law which I have given, ... may the great gods of heaven and earth ... inflict a curse ... upon his family, his land, his warriors, his subjects, and his troops.

Document Analysis

1. According to Hammurabi, what was his purpose for having written these laws?
2. Who commanded Hammurabi to create this monument?
3. What does Hammurabi threaten will happen to any future Babylonian king who does not follow these laws?
4. How can you use this document to argue that Hammurabi's Code was just?
5. How can you use this document to argue that Hammurabi's Code was not just?

Hammurabi Mini-Q

Resource 5.4

Document C

Family Law

Source: Excerpts from Hammurabi's Code, circa 1754 BCE.

Note: There are 282 laws in Hammurabi's Code. The numbers below refer to their order on the stele.

Law 129: If a married lady is caught [in adultery] with another man, they shall bind them and cast them into the water.

Law 148: If a man has married a wife and a disease has seized her, if he is determined to marry a second wife, he shall marry her. He shall not divorce the wife whom the disease has seized. She shall dwell in the house they have built together, and he shall maintain her as long as she lives.

Law 168: If a man has determined to disinherit his son and has declared before the judge, "I cut off my son," the judge shall inquire into the son's past, and, if the son has not committed a grave misdemeanor ..., the father shall not disinherit his son.

Law 195: If a son has struck his father, his hands shall be cut off.

Document Analysis

1. In Law 129, what does it mean to "bind them and cast them into the water?"
2. In Law 168, what does it mean to "disinherit" a son?
3. Two crimes in the document result in physical punishment. What are those crimes? How might Hammurabi argue that the punishments were just?
4. Hammurabi said that his code was meant to protect the weak. Is there evidence in this document that the code did so?
5. Overall, are these laws regarding family just? That is, are they fair to the accused? to the victim? to society as a whole?

Social Studies DBQ (6th)

Hammurabi Mini-Q
Resource 5.4

Document D

Property Law

Source: Excerpts from Hammurabi's Code, circa 1754 BCE.

Law 21: If a man has broken through the wall [to rob] a house, they shall put him to death and pierce him, or hang him in the hole in the wall which he has made.

Law 23: If the robber is not caught, the man who has been robbed shall formally declare whatever he has lost before a god, and the city and the mayor in whose territory or district the robbery has been committed shall replace for him whatever he has lost.

Law 48: If a man has borrowed money to plant his fields and a storm has flooded his field or carried away the crop, ... in that year he does not have to pay his creditor.

Laws 53, 54: If a man has opened his trench for irrigation and the waters have flooded his neighbor's field, the man must restore the crop he has caused to be lost.

Document Analysis

1. In Law 21, what is the penalty for breaking into a home?
2. How might Hammurabi justify the harsh punishment?
3. In Law 23, if the robber is not caught, who reimburses the victim for his or her loss?
4. How might Hammurabi have justified reimbursing the victim?
5. In Law 48, what is a creditor? Is Law 48 fair to creditors?
6. Overall, are these laws regarding property just?

Hammurabi Mini-Q
Resource 5.4

Document E

Personal Injury Law

Source: Excerpts from Hammurabi's Code, circa 1754 BCE.

Law 196: If a man has knocked out the eye of a free man, his eye shall be knocked out.

Law 199: If he has knocked out the eye of a slave ... he shall pay half his value.

Law 209: If a man strikes the daughter of a free man and causes her to lose the fruit of her womb, he shall pay 10 shekels of silver....

Law 213: If he has struck the slave-girl of a free man and causes her to lose the fruit of her womb, he shall pay 2 shekels of silver.

Law 215: If a surgeon has operated with a bronze lancet on the body of a free man ... and saves the man's life, he shall receive 10 shekels of silver.

Law 218: If a surgeon has operated with a bronze lancet on a free man for a serious injury, and has caused his death, ... his hands shall be cut off.

Document Analysis

1. Examine laws 196 and 199. How do you think Hammurabi would justify the different punishments for the same crime?
2. What is the meaning of "fruit of her womb"?
3. How might Hammurabi argue that laws 215 and 218 were just?
4. How could you use these laws about personal injury to argue that Hammurabi's Code was not just?
5. Is justice absolute? That is, is a just punishment in 1800 BCE also a just punishment today? Explain your thinking.

essential question

How do our instructional practices equip our students to meet the demands of rigorous writing tasks?



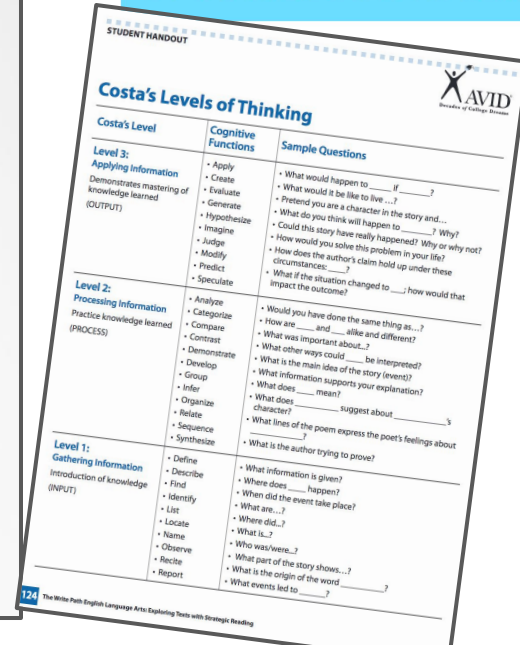
1. TOPIC SENTENCE

2. EVIDENCE

3. PARAPHRASE

4. ANALYSIS

5. CONCLUDING SENTENCE



SMART CRITERIA

Become more successful by setting better goals



Specific



Measurable



Assignable



Relevant



Time-based

STRONG FOUNDATIONS - THE BASIC PARAGRAPH

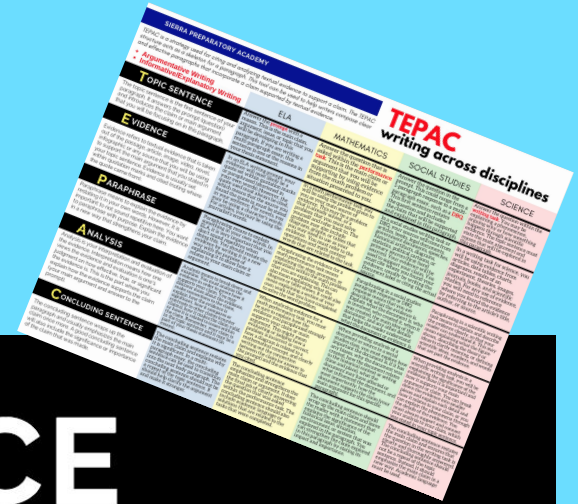
CONSISTENCY - COMMON LANGUAGE AND EXPECTATIONS

ACROSS DISCIPLINES

S. M. A. R. T. GOALS:

Challenge: With your grade-level and/or content team, create a S.M.A.R.T. goal centered on what you want to see your students achieve in terms of writing this year.

TEPAC OVERVIEW



TOPIC SENTENCE

The topic sentence is the first sentence of your paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.

EVIDENCE

Evidence refers to textual evidence that is taken out of the passage, article, image, video, novel, infographic or any source that you will be using to support the main argument that you stated in your topic sentence. Evidence is usually set within quotation marks and cited (noting where the quote came from).

PARAPHRASE

Paraphrase means to explain the evidence by restating it in your own words. However, it is important to not sound repetitive here. You want to paraphrase with purpose. Explain the evidence in a new way that strengthens your claim.

ANALYSIS

Analysis is your interpretation and evaluation of the evidence. Interpretation means how one views the evidence and evaluation is one's judgment on how effective, true, or significant the evidence is. This is the part where you explain how the evidence supports the claim (your main argument and answer to the prompt).

C ONCLUDING SENTENCE

The concluding sentence wraps up the paragraph and usually emphasizes the main claim once more. A good concluding sentence will also include the significance or importance of the claim that was made.

TEPAC is a strategy used for citing and analyzing textual evidence to support a claim. The TEPAC structure acts as a skeleton for a paragraph. This tool can be used to help writers compose clear and effective paragraphs that incorporate a claim supported by textual evidence.

- Argumentative Writing
- Informative/Explanatory Writing

TEPAC

writing across disciplines

	ELA	MATHEMATICS	SOCIAL STUDIES	SCIENCE
<p>TOPIC SENTENCE</p> <p>The topic sentence is the first sentence of your paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.</p>	<p>Answer the prompt with a reason. This is the main claim, argument, issue, or topic that you will be developing in this paragraph. If you are writing a multi-paragraph essay, this sentence is one of the reasons in your thesis statement.</p>	<p>Answer the question that is asked within the performance task. This is the main claim or argument that you will be supporting by using evidence from the math problem or situation presented to you.</p>	<p>Answer the question in the prompt. This could range from a 1-paragraph response to a multi-paragraph essay, such as a DBQ. This first sentence restates the question and includes the claim that will be supported and explained in this paragraph.</p>	<p>Answer the question within the writing task. You may be explaining a phenomenon, arguing why or how something happens through scientific evidence. The topic sentence must state the main argument and reason that will be explored in this paragraph.</p>
<p>EVIDENCE</p> <p>Evidence refers to textual evidence that is taken out of the passage, article, image, video, novel, infographic or any source that you will be using to support the main argument that you stated in your topic sentence. Evidence is usually set within quotation marks and cited (noting where the quote came from).</p>	<p>In an ELA writing prompt, your evidence will most likely be a quote set within quotation marks or paraphrased (shortened in your own words). However, the quote does not always be cited, which means that the source you found the quote in must be stated in your sentence. For novels, you may be using a character's words. For articles, you may be using the journalist's words.</p>	<p>In a math performance task, you will be using the problem given to you as your main source of evidence. This may be a problem that is already solved, or a problem that you must solve yourself and refer back to. The problem may also include diagrams, graphs, or tables that you may need to use as your evidence. You must refer to the operations and math content words that are related to the task.</p>	<p>In a social studies writing task or DBQ, your sources will come from articles, books, legal documents, government documents, speeches, historical artifacts, diagrams, statistics, political cartoons, or primary sources (first-hand sources). Your evidence will be used to support your claim. You must cite where you found your evidence, usually by writing the Document label or citing the actual source.</p>	<p>In a writing task for science, you will be using evidence from articles, data tables, charts, diagrams, results of an experiment, theories, images, journals, books, and scientific studies. For any use of evidence, you will need to reference where you found the evidence by referring to the article's title, author, or source.</p>
<p>PARAPHRASE</p> <p>Paraphrase means to explain the evidence by restating it in your own words. However, it is important to not sound repetitive here. You want to paraphrase with purpose. Explain the evidence in a new way that strengthens your claim.</p>	<p>Paraphrasing means to explain something in your own words. In ELA, it is very important that you don't sound repetitive when doing this. You should restate the evidence by writing it in a new way with the purpose of explaining it to show how it relates to your main claim or argument.</p>	<p>Paraphrasing the evidence for a math performance task means explaining the steps, processes, or operations within the math problem that you are explaining. This can also mean explaining what the diagram or table shows. It could also mean explaining a section of your own work that you have completed to solve the word problem.</p>	<p>Paraphrasing in a social studies paragraph response or DBQ response means that you are describing what the evidence is. Explain what the document is, who is involved, who created it, when it was created, the main idea of the document, and any other details that helps the reader understand what the document or evidence is.</p>	<p>Paraphrasing in a scientific writing task means to explain and describe the evidence clearly, so that your reader can understand it. This may mean explaining what the figure shows, describing the theory or ideas to clarify meaning, or defining scientific ideas, numbers, and words that are part the evidence.</p>
<p>ANALYSIS</p> <p>Analysis is your interpretation and evaluation of the evidence. Interpretation means how one views the evidence and evaluation is one's judgment on how effective, true, or significant the evidence is. This is the part where you explain how the evidence supports the claim (your main argument and answer to the prompt).</p>	<p>Analysis means to break down and examine. You must analyze the evidence in order to prove how it supports your claim. You may discover more about the evidence, make connections to the claim, explain how the evidence is significant, how it compares or contrasts to other claims (counter claims), how it makes the claim valid, or how it is related to issues within the claim. Remember, your claim is in the topic sentence and it may be a part of your thesis statement (in essays).</p>	<p>When analyzing evidence for a math performance task, you must be sure to explain how the evidence you paraphrased strongly supports your claim or main argument. This might mean evaluating or judging how a problem is incorrect or correct, how a diagram may have affected or what influenced the concept, and clearly writing out the connection between the claim (or answer to the prompt) and the evidence that you cited.</p>	<p>When providing analysis of a document or source in a social studies class, you must explore how important the document is, if it has any biases, why the document was created, how the document relates to the historical context or setting (time and place), what the document may have affected or what influenced the document, and most importantly, how the document supports the claim (your main argument for this specific paragraph).</p>	<p>When providing analysis in a scientific writing task, you will be explaining the significance of the evidence (how it is important) and how it supports your main argument or claim. You can break down the evidence into smaller pieces and explain each detail and how it relates to your claim, or you can explain the phenomena through the details of the evidence. You must always support and connect your analysis to your claim, which was stated in your topic sentence.</p>
<p>CONCLUDING SENTENCE</p> <p>The concluding sentence wraps up the paragraph and usually emphasizes the main claim once more. A good concluding sentence will also include the significance or importance of the claim that was made.</p>	<p>The concluding sentence restates the main claim and explains why it is significant. In a multi-paragraph essay, the concluding sentence can be used to transition into the next body paragraph. The concluding sentence should not be a repeat of the topic sentence. It should help clarify the argument and make it stronger.</p>	<p>The concluding sentence emphasizes and strengthens the final job of clearly answering the question that was asked within the performance task. The concluding sentence should also include academic language or solutions that are related to the tasks that were completed.</p>	<p>The concluding sentence should wrap up the main claim and leave the reader with a statement that explains the significance of the historical issue, situation, environment, or system that was explored in the paragraph. You can strengthen the claim explored in this paragraph by stating its impact and importance.</p>	<p>The concluding sentence restates the main claim and ensures that the question in the writing task is clearly and thoroughly answered. The concluding sentence should not be a repeat of the topic sentence. Instead, it should emphasize the main claim in a new way. Academic language must be used.</p>

The case for TEPAC!

TEPAC is applicable to all disciplines.

TEPAC is simple.

TEPAC is flexible.

draft

The TEPAC structure can be modified and [should] increase in rigor over time.

The TEPAC structure does not mean a paragraph must be limited to five sentences! TEPAC is a skeleton!



In a response to literature essay, students may need to explain who the characters are or provide details about the situation before bringing in evidence from dialogue. In a Social Studies class, a student may need to provide some context, such as who the speaker is and the occasion in which he or she is speaking, before going straight into citing quotes from a speech.

Sometimes two pieces of analysis (aka two commentary sentences) may be necessary to fully analyze a piece of textual evidence.

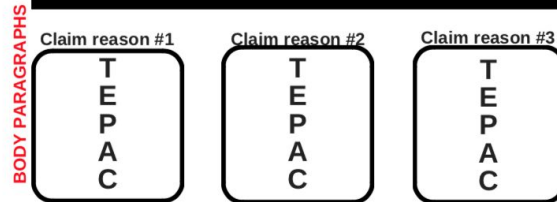
We want our students to be able to confidently and effectively write multi-paragraph essays with more than one piece of textual evidence in each of their body paragraphs! This is similar to the Jane Schaffer writing strategy.



The TEPAC structure should be used for single paragraph responses or body paragraphs. Introductory paragraphs for multi-paragraph essays, such as DBQs or ELA essays require different structures.

Multi-paragraph essay in ELA

Introductory paragraph: Combination of the following elements: Hook + Tag + Context + Thesis Statement, including three reasons to support the claim (for a five paragraph essay)

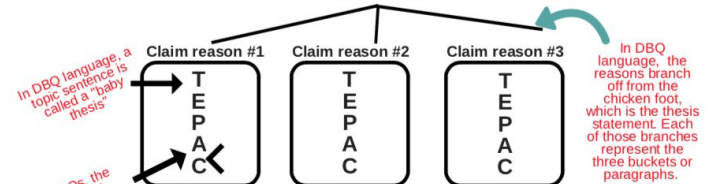


Concluding paragraph: Wrap up the argument by referring back to the thesis statement. End by expressing the significance of the claims and issues explored in the essay.

Multi-paragraph essay or DBQ in S.S.

Introductory paragraph: Grabber + Historical setting (time and place) + background information and context + thesis statement, which restates the question with key terms (including 3 reasons or "chicken foot" to support the thesis statement or claim).

In DBQ language, BODY PARAGRAPHS are called "BUCKETS"



Concluding paragraph: Wrap up the thesis statement, and end with a statement explaining the significance of the issue, a potential call to action if applicable, or a declaration of a potential resolution appropriate for the historical period and prompt.

Next steps:

EQ: How do our instructional practices equip our students to meet the demands of rigorous writing tasks?

LC Goal - Compile and create a TOOL, such as a Sierra Writer's Handbook for our students in collaboration with the entire Sierra teaching team!

What are some tools, reference sheets, wishlist items, and helpful resources that we should include in our Writer's handbook? What writing-centered objectives do you want our students to be able to do by the end of this year?

Upload your comments and ideas on the Sierra Writer's Handbook PADLET!

Go to: bit.ly/SierraWrites

Please help me learn and grow! Fill out this survey, so I can be better at supporting you!

bit.ly/SierraFeedback

You can also provide your responses later and find the survey on my website: teachpark.org