

# **Inspect**

# **CCR Performance Tasks**

**ELA Grade 5: Writing Informative Text**  
**School Days**



## Inspect offers the following assessment products:

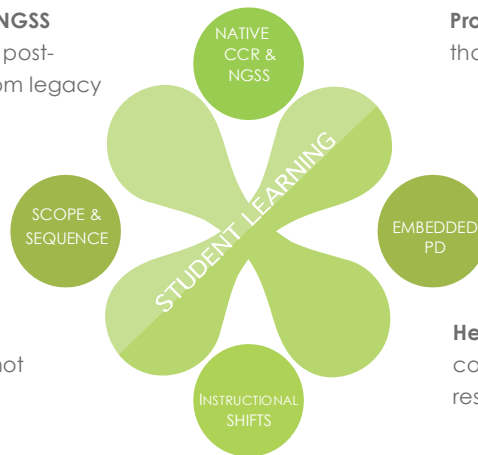
<b>Content Bank for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>More than 36,000 items</li> <li>More 1500 complex texts, including authentic permissioned texts</li> <li>Includes Literacy in History, Social Science, Science, and Technical Subjects</li> </ul>
<b>Quick Checks for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>Fixed-form assessments with five to seven items including constructed response</li> <li>Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)</li> </ul>
<b>Focused Interim Assessments for English/Language Arts and Math</b> Grades 3 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain</li> <li>More focused than summative assessments</li> <li>Flexible and customizable</li> <li>Mirrors SBAC IAB blueprints</li> </ul>
<b>NGSS Formative Assessments</b> Grades 5 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning</li> <li>Flexible and customizable</li> <li>Addresses the California Course Models and NGSS Bundles</li> </ul>
<b>Observational Tasks for English/Language Arts and Math</b> Grades K - 1	<ul style="list-style-type: none"> <li>Developmentally appropriate for individual students and small groups</li> </ul>

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

## Inspect assessment content offers these benefits:

**Native college- and career-ready and NGSS content** prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

**Content that addresses your scope and sequence** so that your assessments do not waste valuable instruction time



**Professional development embedded** within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

**Help for teachers addressing the instructional shifts** with content that elicits evidence of learning from each response

**We constantly update our content. Ask us about what's new!**  
[info@illuminateed.com](mailto:info@illuminateed.com) [www.illuminateed.com](http://www.illuminateed.com)

# CCR Performance Tasks

## ELA Grade 5: Writing Informative Text

### School Days

Student Test Booklet

**Name:** \_\_\_\_\_

## PART 1

**Directions:** Read the text and then follow your teacher’s directions.

---

### A Day in a One-Room Schoolhouse

In rural areas of the United States in the 1850s, students typically attended small, one-room schoolhouses. One teacher was responsible for all grades, and students sat together on benches and were grouped by reading ability. Students ranged in age from 3 or 4 to 17 or 18 years old. While one group of students recited in front of the teacher, the other students worked at reading or memorizing their lessons.

#### A Schedule for a One-Room School House in New England

**8:00 a.m.** The teacher rang the bell and girls and boys formed two lines at the schoolhouse door. Morning exercises included readings from the Bible.

**8:30-10:00** Reading: Students read aloud in front of the teacher and memorized passages.

**10:00-10:15** Students had a short recess to use the outhouse.

**10:15-11:15** Arithmetic: Students worked problems out on slates.

**11:15-12:00** Penmanship: Students copied sayings with a quill pen.

**12:00-1:00 p.m.** Lunch recess. Students ate the lunches they brought in their lunch buckets, helped with chores, and then played outside.

**1:00** The teacher rang the bell and girls and boys formed two lines at the schoolhouse door. The teacher read a moral story and the students discussed the moral.

**1:30-2:30** Grammar: Students diagrammed sentences and memorized lessons from their grammar books.

**2:30-3:15** Geography: Students memorized lessons from their geography books.

**3:15-4:00** Spelling: Students memorized the spelling of words and took part in a spelling bee every week.

**4:00** School was dismissed.

There were two terms in the school year, which were designed to leave children free to work on their farms during spring planting and fall harvesting. The summer term usually lasted from May until August or September. The winter term lasted from November until early April. Older boys normally attended only the winter term, since they were needed for chores on the farm during the summer.

## Option A

**Directions:** Prepare for a discussion of the following questions. Be ready to give evidence from the text to support your answers during the discussion.

---

**1. What is similar about a school day in the 1850s and a school day today?**

**2. What is different about a school day in the 1850s and a school day today?**

**3. What questions do you have about schools in the 1850s?**

### Option B

**Directions:** Imagine that you are a student attending a one-room schoolhouse in the 1850s. Use the information from the text and your own knowledge to write a narrative about a typical day in your school.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Option C

**Directions:** Your teacher will now assign you to work with classmates to research and report on topics related to the one-room schoolhouses. You may use the chart below to help organize your research and prepare your report.

---

**Topic**

**Sources**

**Important Findings**

## PART 2

**Directions:** Read the text and then follow your teacher’s directions.

---

### More About One-Room Schoolhouses

Schoolhouses were heated by wood stoves. Older boys had the chore of bringing in wood and keeping the fire going. Schoolrooms were often very uncomfortable. Students who sat near the stove roasted while students who sat far from the fire shivered.

Schoolrooms were equipped with blackboards but little other equipment. Paper was expensive, so, other than during their penmanship practice, students worked on slates with slate pencils.

During the 1850s, country schools often did not have enough books for all of the students. Children shared books or brought their own from home. Because of the lack of books, memorizing was the usual way of learning lessons.

In **reading**, students were graded on their ability to read aloud and promoted to the next level when they finished a reading book. Students of several different ages might work together in one reading group. Many of the stories in the readers were designed to teach a lesson or drive home a moral. Some of the texts were very difficult compared to what we read today in school.

Studying **grammar** meant parsing sentences, diagramming sentences to show the part of speech of each word and how some words and phrases modified others. Students parsed sentences on their slates and on the blackboard.

**Spelling** was thought to be very important, although students were taught to spell long words without worrying about their meaning. There were weekly spelling bees (or spell downs) in the classroom.

**Penmanship** meant cursive writing, and cursive writing only; printing was not permitted in school. Students had to master the difficult art of writing with quill pens. They copied sentences over and over again into copybooks until their writing was judged to be both readable and elegant.

**Arithmetic** usually was not taught to students younger than nine. Like other subjects, it involved memorizing mathematical facts and rules. Problems were worked out on students’ slates or in students’ heads. The problems were very practical in nature and involved real situations on farms.

**Geography** was taught in country school, but history was not part of the curriculum until after the Civil War.

## Option A

**Directions:** Prepare for a discussion of the following questions. Be ready to give evidence from both texts to support your answers during the discussion.

---

**1. How has the additional information changed your picture of what school was like in the 1850s?**

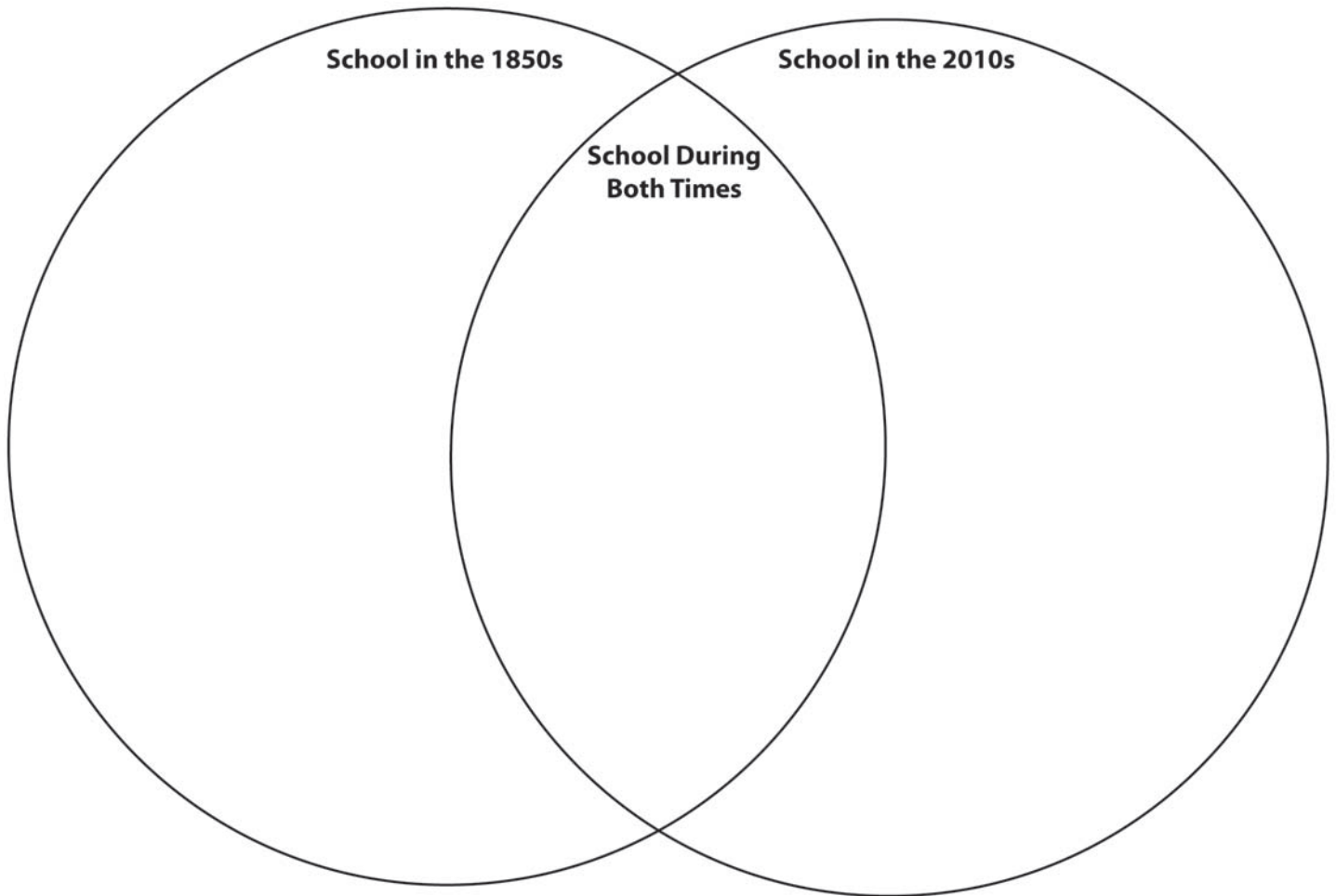
**2. Do you think school was hard for students in the 1850s? Why or why not?**

**3. What further questions do you have about schools in the 1850s?**

## Option B

**Directions:** Fill out the Venn diagram below to show what is different and the same between schools in the 1850s and schools today.

---



### Option C

**Directions:** Imagine that you could travel back in time to visit a one-room schoolhouse in the 1850s. Use the information from both texts and your own knowledge to write a narrative about how you would react to the school.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## PART 3

**Directions:** Read the passage and then follow your teacher’s directions.

---

### Teachers in One-Room Schoolhouses

Teachers often had little training before taking jobs in one-room schoolhouses. Women teachers tended to be younger than men teachers, sometimes barely a few years older than their oldest pupils. Women teachers typically taught during the summer term, when the students were mostly younger children whose labor was not needed on their family farms. Men teachers were preferred for the winter term, when the older boys attended school. School boards believed that men teachers were more liable to be able to inflict discipline upon their unruly charges.

Discipline was very strict by modern-day standards. Teachers were armed with a switch or a rod that they would not hesitate to use on misbehaving or disrespectful students. Other punishments were designed to make students ashamed of their bad behavior. A student might be forced to sit in a corner with a dunce cap or forced to stand in front of the class and hold a heavy pile of books in each hand. There was no way to appeal the teacher’s decisions.

Teachers were not paid well, but their salaries did usually include room and board. This meant that teachers lived with the families of their students, moving from house to house during the school term and spending the most amount of time with the families with the most children. Living conditions did not include much privacy or comfort. Male teachers usually earned more than female teachers; in New England in the 1850s, men were paid almost three times as much for teaching the winter term as women were paid for teaching the summer term!

Even though their salaries were not high, teachers had to meet the expectations of the communities in which they served. Teachers had to serve as model citizens, and organize and participate in community events. They had to teach their students not only subject matter but manners and morals. Not every teacher managed to be a good educator or even to control the classroom. However, many graduates of one-room schoolhouses went forth into the world with a strong education and a respect for learning.

## Option A

**Directions:** Prepare for a discussion of the following questions. Be ready to give evidence from the passage to support your answers during the discussion.

---

**1. How are our expectations of teachers different today than in the 1850s?**

**2. Do you think being a teacher in a one-room schoolhouse was easy or difficult?**

**3. Would you have wanted to attend a one-room schoolhouse? Why or why not?**

### Option B

**Directions:** Write a summary of “Teachers in One-Room Schoolhouses” on the lines provided below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**PLANNING EXERCISE**

**Directions:** For the extended response, you will compare school in an 1850s one-room schoolhouse to school today.

---

Reread the texts, and review your notes and responses to the earlier parts of this task.

Use the space below and on the next page to make notes that prepare you to write your response.

**Notes**

**Notes**

## EXTENDED WRITING PROMPT

**Directions:** Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt in the space below.

---

- Explain how school in a one-room schoolhouse in the 1850s was different than school today. Support your explanation with specific information from the texts and your own knowledge and research.

Your response will be scored using this rubric.

### 4 Point Response

You will:

- Write a clear, complete, and accurate explanation of how school in one-room schoolhouses in the 1850s was different than school today;
- Use well-chosen details and examples from the text that clearly support your explanation;
- Create a logical organization that includes more than one paragraph and a concluding section that supports your explanation.

### 3 Point Response

You will:

- Write a clear and mostly accurate explanation of how school in one-room schoolhouses in the 1850s was different than school today;
- Use details and examples from the texts that clearly support your explanation;
- Create an organization that may include more than one paragraph and a concluding section.

### 2 Point Response

You will:

- Write an explanation that lacks clarity or complete accuracy;
- Use few details or examples from the texts;
- Fail to provide clear organization or a conclusion.

### 1 Point Response

You will:

- Provide a vague or minimal statement about the differences or similarities between one-room schoolhouses and school today.

### 0 Point Response

- You provide no response, or your response is off topic.

Blank writing area with horizontal lines for text entry.



# CCR Performance Tasks

## ELA Grade 5: Writing Informative Text

### School Days

#### Teacher Guide

### Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
A Day in a One-Room Schoolhouse	Informational Text	272	910L	2	2	2	2
More About One-Room Schoolhouses	Informational Text	348	930L	2	2	2	2
Teachers in One-Room Schoolhouses	Informational Text	345	1090 L	2	2	3	2

### Passage Placement Rationale

Title	Placement Rationale
A Day in a One-Room Schoolhouse	<ul style="list-style-type: none"> <li>Both the Lexile and qualitative measures indicate that the text is appropriate for grade 5.</li> </ul>
More About One-Room Schoolhouses	<ul style="list-style-type: none"> <li>Both the Lexile and qualitative measures indicate that the text is appropriate for grade 5.</li> </ul>
Teachers in One-Room Schoolhouses	<ul style="list-style-type: none"> <li>Although the Lexile indicates that this text is slightly complex, students are given the background knowledge to understand the content.</li> </ul>

## Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	<b>Literary text:</b> May include more than one storyline, and may be difficult to predict. <b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	<b>Literary text:</b> The text describes experiences common to most readers and has a single theme. <b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	<b>Literary text:</b> Organization may include subplots or time shifts. <b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	<b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. <b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	<b>Literary text:</b> Organization is intricate. <b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	<b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. <b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

# Table of Contents

About the Teacher Guide .....	3
Overview of Performance Task .....	4
PART 1 Overview .....	6
PROCEDURE for Part 1 .....	7
PROCEDURE for Part 1: Option A .....	7
SCORING RUBRIC for Part 1: Option A .....	7
PROCEDURE for Part 1: Option B .....	9
PROCEDURE for Part 1: Option C .....	10
SCORING RUBRIC for Part 1: Option C .....	10
PART 2 Overview .....	11
PROCEDURE for Part 2 .....	11
PROCEDURE for Part 2: Option A .....	12
SCORING RUBRIC for Part 2: Option A .....	12
PROCEDURE for Part 2: Option B .....	13
PROCEDURE for Part 2: Option C .....	13
SCORING RUBRIC for Part 2: Option C .....	13
OPTIONAL EXTENSION ACTIVITY for Part 2 .....	14
Part 3 Overview .....	15
PROCEDURE for Part 3 .....	16
PROCEDURE for Part 3: Option A .....	17
SCORING RUBRIC for Part 3: Option A .....	17
PROCEDURE for Part 3: Option B .....	19
PROCEDURE for Part 3: Planning Exercise .....	20
PROCEDURE for Part 3: Extended Writing Prompt .....	20
SCORING RUBRIC for Part 3: Extended Writing Prompt .....	20
OPTIONAL EXTENSION ACTIVITIES for Part 3 .....	21

## About the Teacher Guide

This document contains support materials for the “Grade 5 Informational Writing: School Days” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

### PTE49 Grade 5 Writing Informative Text

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

**Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

##### Secondary claims

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
<b>Claim 4:</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

#### PARCC claims

##### Primary claim

**Major Claim II: Writing**—Students write effectively when using and/or analyzing sources.

##### Secondary claims

<b>Sub Claim I.2: Reading Informational Text</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
<b>Sub Claim III.1: Research</b> —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will provide an extended response to a prompt that asks them to write a short report on country schools in the United States before the Civil War.

### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Grade 5 Writing Informative Text:** Describe education in rural areas of the United States before the Civil War.

This task provides information about rural schools in the United States before the Civil War that suggests parallels and stark contrasts to present educational practices. Students draw on the information and their own knowledge to write a response to an extended writing prompt that asks them to compare one-room schoolhouses to their own experiences in the classroom.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write an explanatory text that draws evidence from informational sources.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read information about a typical day in one-room schoolhouses.

In addition the CORE TASK, select one or more of these options:

**Option A**

Students discuss information.

**Option B**

Students write a narrative about a typical school day.

**Option C**

Students do additional research on the topic and report back to class.

**Part 2****CORE TASK**

Read information about subjects and teaching methods.

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the information.

**Option B**

Students organize information.

**Option C**

Students write a narrative.

**Part 3****CORE TASK**

Read information about teachers in one-room schoolhouses.

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the information in the text.

**Option B**

Students write a summary of the text.

**Planning Exercise for Extended Writing Prompt**

Students plan their extended response.

**Extended Writing Prompt**

Students respond to the writing prompt.

## PART 1 Overview

Part 1 focuses on a typical day in a one-room schoolhouse and addresses the following general objective.

**OBJECTIVE:** Students will compare a day in a one-room schoolhouse to their own experiences.

### CORE TASK

Read “A Day in a One-Room Schoolhouse.”

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students participate in a class discussion about the passage.

**Option B**

Students write a narrative about the information in the passage.

**Option C**

Students research and report on topics related to the passage.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	Option A
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Option B
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Option C
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option C

**PROCEDURE for Part 1****CORE TASK**

Instruct students to read “A Day in a One-Room Schoolhouse.”

**PROCEDURE for Part 1: Option A**

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion.**

1. What is similar about a school day in the 1850s and a school day today?

**Possible Response:** *The school day was divided into different periods that focused on a particular subject. Students were given recess periods and a lunch period.*

2. What is different about a school day in the 1850s and a school day today?

**Possible Response:** *All students sat in the same room and shared one teacher. There was a broad range of ages within the same school. Students spent much of their time memorizing and reciting lessons. Most students attended school during the summer, but older boys did not.*

3. What questions do you have about schools in the 1850s?

(Student answers will vary.)

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students’ participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Instruct students to follow the directions in their student booklet.

Use the following rubric to evaluate students' responses.

**2 Point Response**

Student will:

- Provide a clear narrative that includes descriptive details and event sequences from the text.

**1 Point Response**

Student will:

- Provide a narrative, but the narrative is incomplete and includes few descriptive details or event sequences from the text.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 1: Option C**

Ask students to conduct research related to one-room schoolhouses.

Instruct students to work in small groups of 4-5 people to research and report to the class information about one of the following topics.

- One-room schoolhouses: where were they located, how were they built, and what was inside
- Schools in colonial times
- Typical lessons and textbooks
- First-person accounts of one-room schoolhouses

Use the following rubric to evaluate students' presentations.

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

**3 Point Response**

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

**2 Point Response**

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

**1 Point Response**

Student will:

- Provide a minimal or limited report.

**0 Point Response**

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

## PART 2 Overview

Part 2 focuses on a second text about one-room schoolhouses and addresses the following general objective.

**OBJECTIVE:** Students will continue to compare one-room schoolhouses to schools today.

### CORE TASK

Read “More About One-Room Schoolhouses.”

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students participate in a class discussion about both texts.

**Option B**

Students organize information from both texts.

**Option C**

Students write a narrative about the information in the passage.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	Option A
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Option C
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option C

### PROCEDURE for Part 2

#### CORE TASK

Instruct students to read “More About One-Room Schoolhouses,” the second passage.

**PROCEDURE for Part 2: Option A**

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

1. How has the additional information changed your picture of what school was like in the 1850s?

(Student responses will vary.)

2. Do you think school was hard for students in the 1850s? Why or why not?

(Student responses will vary.)

3. What further questions do you have about schools in the 1850s?

(Student responses will vary.)

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Instruct students to fill in the diagram for Option B in their test booklets.

Possible student responses:

School in the 1850s	School During Both Times	School in the 2010s
<ul style="list-style-type: none"> <li>• All students in same room, with the same teacher</li> <li>• Age range of students</li> <li>• Classes divided by reading ability</li> <li>• Emphasis on memorization and reciting</li> <li>• Few books or classroom aids</li> <li>• Different school terms</li> </ul>	<ul style="list-style-type: none"> <li>• Recess</li> <li>• Lunch</li> <li>• Similar subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Students in separate classrooms, with separate teachers</li> <li>• Schools split up by age (elementary, middle, etc.)</li> <li>• Students in grades by age</li> <li>• Students equipped with materials</li> </ul>

**PROCEDURE for Part 2: Option C**

Instruct students to respond to the prompt for option C in their test booklets.

**SCORING RUBRIC for Part 2: Option C**

Use the following rubric to evaluate students' writing.

<b>2 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a clear narrative that includes descriptive details from the texts.</li> </ul>
<b>1 Point Response</b> Student will: <ul style="list-style-type: none"> <li>• Provide a narrative, but the narrative is incomplete and includes few descriptive details from the texts.</li> </ul>
<b>0 Point Response</b> Student will provide no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITY for Part 2**

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Take the list of questions from option A, #3, and assign them to small groups to research and report back to the classroom.

## Part 3 Overview

Part 3 includes another passage, optional activities, and the writing prompt. It addresses the following general objective.

**OBJECTIVE:** Students will produce informative writing based on evidence from their reading of informational text and their own research.

### CORE TASK

Read “Teachers in One-Room Schoolhouses.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the information about teachers.

#### Option B

Students write a summary of the passage.

#### Option C

Students plan their extended response.

#### Writing Prompt

All students write extended responses that compares education in a one-room schoolhouse to education today.

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Prompt
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Prompt
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Writing Prompt

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	Option A

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Option B

**PROCEDURE for Part 3****CORE TASK**

Ask students to read “Teachers in One-Room Schoolhouses.”

**PROCEDURE for Part 3: Option A**

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion.**

1. How are our expectations of teachers different today than in the 1850s?

**Possible Response:** *We expect teachers to be trained and not to use physical punishments. We don't rely on teachers as heavily to teach manners and morals.*

2. Do you think being a teacher in a one-room schoolhouse was easy or difficult?

(Student responses will vary.)

3. Would you have wanted to attend a one-room schoolhouse? Why or why not?

(Student responses will vary.)

**SCORING RUBRIC for Part 3: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 3: Option B**

Tell the students to respond to the instructions in their test booklet.

Use the following rubric to evaluate students' responses.

**2 Point Response**

Student will:

- Provide a concise and clear summary that includes the important points in the text;
- Use mostly the student's own wording in the summary.

**1 Point Response**

Student will:

- Provide a summary, but the summary includes minor details or omits major details;
- Copy the wording of the text to a great extent.

**0 Point Response**

Student will provide no response, or the response is off topic.

**PROCEDURE for Part 3: Planning Exercise**

Tell students they now have a chance to plan their extended responses. They should follow the directions in their booklets.

**PROCEDURE for Part 3: Extended Writing Prompt**

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Write a clear, complete, and accurate explanation of how school in one-room schoolhouses in the 1850s was different than school today;
- Use well-chosen details and examples from the text that clearly support the explanation;
- Create a logical organization that includes more than one paragraph and a concluding section that supports the explanation.

**3 Point Response**

Student will:

- Write a clear and mostly accurate explanation of how school in one-room schoolhouses in the 1850s was different than school today;
- Use details and examples from the texts that clearly support the explanation;
- Create an organization that may include more than one paragraph and a concluding section.

**2 Point Response**

Student will:

- Write an explanation that lacks clarity or complete accuracy;
- Use few details or examples from the texts;
- Fail to provide clear organization or a conclusion.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about the differences or similarities between one-room schoolhouses and school today.

**0 Point Response**

- Student will provide no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ask students to revise and edit their responses to the extended prompt based on teacher or peer review.