Students will engage in close and analytical reading of informational text. After reading "In Search of the Walgren Lake Monster," and the history of the Loch Ness monster, students will write an essay comparing and contrasting the two texts.
Section 1: What Task?

Teaching Task

Task Template IE5 - Informational or Explanatory

What makes a story universal? After reading "In Search of the Walgren Lake Monster" and the history of the Loch Ness monster, write an essay in which you compare the origin of the text content. Support your discussion with evidence from the text/s.

Standards

CCSS

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.1
Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.a
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources.
and demonstrating an understanding of the topic or text.

**W.8.1.c**

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W.8.1.d**

Establish and maintain a formal style.

**W.8.1.e**

Provide a concluding statement or section that follows from and supports the argument presented.

**W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9.a**

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

**W.8.9.b**

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**W.8.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCR.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite
specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Texts**

- Nessie
# Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

<table>
<thead>
<tr>
<th></th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.</td>
<td>Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.</td>
</tr>
<tr>
<td>Controlling Idea</td>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
</tr>
<tr>
<td>Reading/Research (when applicable)</td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
</tr>
<tr>
<td>Development</td>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.</td>
<td>Presents appropriate details to support the focus and controlling idea.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea.</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
</tr>
<tr>
<td>Content Understanding</td>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
</tr>
</tbody>
</table>
Background for Students

1. Determine the central idea of a text.
2. Identify and explain elements of a text.

Extension

Compare the monster legends to a myth.
Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > QUESTIONING: Read the text and generate questions about its origin.

Transition to Writing

TRANSITION TO WRITING - VENN DIAGRAM: Create a Venn Diagram comparing and contrasting character traits in two texts

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Introduce topic - state claim

DEVELOPMENT > BODY PARAGRAPHS: Claim, Evidence and Reasoning - compare/contrast main characters

DEVELOPMENT > CONCLUDING PARAGRAPH: Conclude paper
### Section 3: What Instruction?

<table>
<thead>
<tr>
<th>PACING</th>
<th>SKILL AND DEFINITION</th>
<th>PRODUCT AND PROMPT</th>
<th>SCORING GUIDE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparing for the Task</strong></td>
<td><strong>BRIDGING CONVERSATION</strong> &gt; TASK ENGAGEMENT:</td>
<td><strong>VISUAL ANALYSIS - NESSIE</strong> After viewing the two photos, compare and contrast the photos using evidence and reasoning. Make one claim as to how they are the same and one claim as to how they are different.</td>
<td>Students’ work meets expectation if</td>
<td>Students will share their conclusions with the group</td>
</tr>
<tr>
<td>25 mins</td>
<td>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</td>
<td>Focus on these questions to help you in your claim:</td>
<td>• Claims are made about how the photographs are the same and different</td>
<td>• The group will then share with the class</td>
</tr>
<tr>
<td></td>
<td>• What is the primary focus of each photo?</td>
<td>• Evidence from the photographs are provided in the claims</td>
<td></td>
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<tr>
<td></td>
<td>• How are the photos similar?</td>
<td>• Explanations are made about the evidence and how it relates to the claims</td>
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</tr>
<tr>
<td></td>
<td>• How are the photos different?</td>
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<tr>
<td></td>
<td>• In what time period are each of the photos taken?</td>
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</table>

**Standards:**

**W.7.1** : Write arguments to support claims with clear reasons and relevant evidence.

**Additional Attachments:**

- Big Ol’ Catfish
- Loch Ness Underwater
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>30 mins</td>
<td>TASK AND RUBRIC</td>
<td>LA IDENTIFYING FEATURES OF WORK THAT MEETS EXPECTATIONS</td>
<td>Work meets expectations if:</td>
<td>Assign students to groups. Distribute one stand-alone copy of the Preparing for the Task sheet to each group. Distribute a scoring rubric with only meets expectations to each student. Permit students to think/share ideas within their groups for 15 minutes. Encourage students to refer to the scoring rubric when identifying features of a good response to the prompt. Clarify misconceptions regarding the rubric as they arise. When time is up, permit students to dictate expectations. Use chart paper/poster to create a class set of expectations for the paragraphs. For each item that is suggested, ask students to show agreement by holding up one finger and disagreement by holding up 2 fingers. If students disagree, permit them to explain their rationale. As the teacher, make a judgement call as to whether those items should be included in the class expectations for the paragraph.</td>
</tr>
<tr>
<td>ANALYSIS: Ability to understand and explain the task’s prompt and rubric.</td>
<td>How should work that meets expectations look? As a group, you will determine what elements should be included in an essay to meet the expectations of the task. Use the grading rubric for the task to guide your thinking. Determine what additional features can be included to take the paragraph from meets expectations to exemplary. Finally, determine what writers should avoid doing that could lower the score for the writing. Be prepared to share out your expectations for the essay with the class.</td>
<td>● Students have identified at least 3 features that should be included in the products ● Students are able to identify at least 1 feature that could take the product from meets expectations to exemplary. ● Students are able to identify at least 3 features that should be avoided ● Students are able to share their responses with the class to create whole-class criteria</td>
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</table>

**Reading Process**
<table>
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</tr>
</thead>
</table>
| 20 mins| **ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text. | **WORD SCROLL** As a group you will prepare a word scroll for each of the following vocabulary words: elusive, carcass, skeptic, wretch, serpentine.  
- Each person chooses one of the vocabulary word.  
- No two students may do the same word.  
- In the center on the scroll, define the word and its part of speech.  
- On the left, place two synonyms.  
- On the right, place two antonyms.  
- On the bottom, choose two examples with evidence.  
- At the very bottom under "Practice" write a sentence using the vocabulary word including context clues. | Students have completed the task if:  
1. They define their word.  
2. They provide two synonyms and two antonyms.  
3. They provide two examples with evidence.  
4. They correctly use the word in a sentence. | 1. Students complete the scroll in groups.  
2. Students share scrolls with the whole group.  
3. Students share whether or not they agree with the examples. |

| 40 mins| **ACTIVE READING > QUESTIONING**: Read the text and generate questions about its origin. | **CLOSE READ - QUESTIONING** As you read each text, use post-its to write down any questions you have about the passage.  
Focus on the following:  
- Interesting or unusual details  
- Timeline - how many years does the story cover?  
- Does the story remind you of any other stories you have read or heard? | Not Provided | Students will read the text place post it notes in the margin with questions. Should are guided to ask themselves about any details in the story they find interesting or unusual, familiar, or confusing. Watch as students read and write questions on post-its to ensure they are looking closely at the details of the monster in the story. They should also be drawing a comparison to the Loch Ness monster legend. |

*Transition to Writing*
**SKILL AND DEFINITION**

**VENN DIAGRAM**
Using the questions you have about the text, create a Venn diagram comparing and contrasting the components of the central idea for each text. Be sure to keep the following in mind:

- How are the origins of the monsters the same?
- How are the origins of the monsters different?
- Is the date or origin for each monster similar?
- Are eyewitness accounts similar or different?
- Are the countries of origin similar or different?

**PRODUCT AND PROMPT**

Student will have completed objective if the Venn Diagram has at least elements that are the same and at least one element that is different.

**INSTRUCTIONAL STRATEGIES**

- Each student will focus on the similarities of the two texts.
- Each student will discuss with cooperative groups the results of the Venn diagram.

**Writing Process**

**DEVELOPMENT > INTRODUCTORY PARAGRAPH**
Introduce topic - state claim.

**INTRODUCTION PARAGRAPH**
Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.

Meets expectations if:

- Hook is engaging and relevant
- Explanation successfully bridges hook and argument.
- Thesis is specific, well articulated, and the actual topic of the paper.

*This tool should be used with students who already know their thesis, not as a tool to develop one.*

1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isn’t always the best).
2. Allow students to complete the handout independently.
3. Finish with a share, either class wide or between partners.

**Standards:**

- **CCR.W.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCR.W.5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Additional Attachments:**

- Intro Handout
## Instructional Resources

No resources specified
Section 4: What Results?

**Student Work Samples**

No resources specified

**Teacher Reflection**

Not provided
All Attachments

Nessie: https://s.ldc.org/u/58vf7mfext8qa78314o8s4ri5