

Sierra Preparatory Academy Professional Development
"TEPAC at Sierra" presented by Deborah Park
August 9th, 2018

Nice to meet you!
 Sierra Preparatory Academy 2018-2019

English Language Arts
 MATH
 ART
 SCIENCE
 PE
 MUSIC

grateful
 excited
 inspired
 life-long learner
 collaborator
 team member

Let's grow!
 teachpark.org

TEPAC OVERVIEW

1. TOPIC SENTENCE

2. EVIDENCE

3. PARAPHRASE

4. ANALYSIS

5. CONCLUDING SENTENCE

national statistics

27%

PERFORM AT OR ABOVE PROFICIENT IN WRITING

NEAP WRITING 2011

40%

OF STUDENTS WHO TOOK THE ACT EXAM (CLASS OF '16) LACKED READING AND WRITING SKILLS NECESSARY TO COMPLETE A COLLEGE-LEVEL ENGLISH COMPOSITION CLASS

ACT, INC. 2017

Source: teachpark.org

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.

Source: New York Times
<https://www.nytimes.com/2012/09/02/us/politics/education-reformers-look-at-writing-revolution.html>

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

**Expectation
versus
Reality**

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

1. TOPIC SENTENCE

2. EVIDENCE

3. PARAPHRASE

4. ANALYSIS

5. CONCLUDING SENTENCE

Tools can change what is possible.

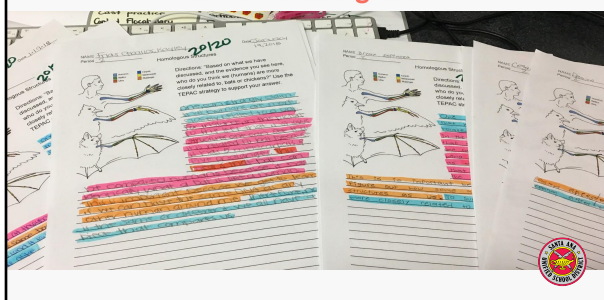
Source: shutterstock.com

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



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

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.

evidence

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.

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.

Smarter Balanced Mathematics Grade 7 Scoring Guide



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.

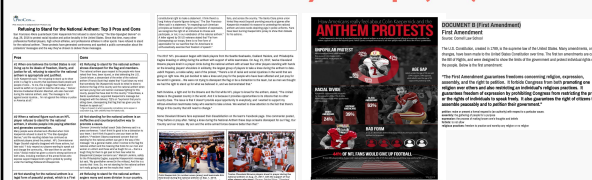
Source A (ProCon Article)

Source B (Star-Spangled Banner)

Source C (First Amendment)

Source D (Infographic)

ELA DWA Essay Prompt (8th)



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:
 - ProCon article, First Amendment, and Infographic
- Multi-paragraph argumentative essay
- Counterclaim required

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).

CONCLUDING 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 writing across disciplines				
ELA	MATHEMATICS	SOCIAL STUDIES	SCIENCE	
TOPIC SENTENCE The topic sentence is the first sentence of the paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.	TOPIC SENTENCE The topic sentence is the first sentence of the paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.	TOPIC SENTENCE The topic sentence is the first sentence of the paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.	TOPIC SENTENCE The topic sentence is the first sentence of the 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).	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).	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).	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.	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.	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.	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).	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).	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).	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).	
CONCLUDING 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.	CONCLUDING 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.	CONCLUDING 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.	CONCLUDING 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.	

The case for TEPAC!

TEPAC is applicable to all disciplines.

TEPAC is simple.

TEPAC is flexible.



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

Next steps: EO: 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

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