SLAMMING IN THE CONTENT AREAS

Presented by
Lori Wickham and Beth Jensen
Secondary Writing Coaches
Volusia County Schools
STATE part of the question and your answer in your first SENTENCE.
LOCATE evidence from the text to support your answer.
ANALYZE and elaborate by explaining how you used the evidence to answer the question.
MAKE a meaningful conclusion or connection.
QUESTION: HIGHER ORDER TEXTBOOK QUESTIONS WORK WELL!

STATE part of the question and your answer in your first sentence.

LOCATE evidence from the text to support your answer.

ANALYZE by explaining how you used the evidence to answer the question.

MAKE a meaningful conclusion or connection.

Students must write in complete sentences.

Students must say where they found the evidence they use.

MOST IMPORTANT – how does the evidence support the answer?

Helps students remember and connect to other areas.
SLAMMING IN SCIENCE: Why is it helpful that the new nutritional graphic is shaped like a table setting?

S: The Obama administration’s new nutritional graphic is helpful in that it is simple and easy to understand.

L: According to “The Food Pyramid and Why It Changed,” the table setting graphic is color-coded with each of the four sections of a plate (and a cup) representing the five food groups.

A: A table setting is immediately associated with a meal; and if people can easily remember the five food groups: fruits, grains, vegetables, protein, and dairy, they will be more likely to make healthy choices.

M: This new simple symbol will appeal to children and adults and will be a colorful graphic reminder of healthy eating when displayed in school cafeterias, restaurants, and even people’s homes.
The Obama administration’s new nutritional graphic is helpful in that it is simple and easy to understand. According to “The Food Pyramid and Why It Changed,” the table setting graphic is color-coded with each of the four sections of a plate (and a cup) representing the five food groups. A table setting is immediately associated with a meal; and if people can easily remember the five food groups: fruits, grains, vegetables, protein, and dairy, they will be more likely to make healthy choices. This new simple symbol will appeal to children and adults and will be a colorful graphic reminder of healthy eating when displayed in school cafeterias, restaurants, and even people’s homes.
Question/Problem: The temperature in Paris is 15°C. What is the equivalent Fahrenheit temperature?

Work

\[ \text{℉} = \left( \frac{9}{5} \times 15 \right) + 32 \]

\[ \text{℉} = 27 + 32 \]

\[ \text{℉} = 59 \]

Analysis

In order for the formula to work, I need to know the °C temperature.

M: When the thermostat reads 15°C Celsius in Paris, France, I will know to dress for 59° Fahrenheit. Knowing how to convert temperatures is very helpful when traveling and for scientific experiments.

L: According to the resource page in our textbook, the formula for conversion from Celsius to Fahrenheit is \[ °F = \frac{9}{5}°C + 32 \].
SLAMMING IN PE: Can taking ballet lessons benefit football players?

S – Taking ballet as a form of cross-training may improve a football player’s performance.

L – According to the article, “What Ballet Does for Football,” both activities use the same muscle groups, “similar skills are required, and even some of the same injuries are common.”

A – It is only logical that if ballet and football share similar skills and injuries, practice in one should enhance performance in the other.

M – It would actually be a great idea for a football player to take a ballet class when he wants to improve performance on the field. Perhaps ballet dancers should also attend football practice.
SLAMMING IN SOCIAL STUDIES: What contribution did Thomas Paine make to the colonists’ efforts for independence?

S - Thomas Paine’s pamphlet, “Common Sense” played an essential role in the colonists’ efforts for independence by condemning Great Britain’s power.

L – In the second section of the pamphlet, Paine claims that monarchies are evil, “Government by kings was first introduced into the world by Heathens.”

A - The reference to “Heathens” persuaded the colonists to consider their mission for independence as holy and good.

L – In the third section, Thomas Paine argues against the colonists’ concerns for loyalty to Great Britain when he writes, “America would have flourished as much, and probably much more, had no European power had anything to do with her.”

A - The reminder that America is a success with or without England played on the colonist’s sense of logos.

M – “Common Sense” was America’s first pep rally. Thomas Paine proved that the American Revolution was not only plausible, logical, and obtainable, but also the right thing to do.
DIFFERENTIATION

• Different question/same text
• Same question/different text
• Different question and text for different students
  • Student selected text
  • Student created question
ASSESSING SLAMS

Students will need:

• Lots of modeling
• Lots of practice
• To start with text that is lighter in content and complexity
# Assessing SLAMS

## SLAM: Basic Rubric for Scoring Text-Based Questions and Summaries

<table>
<thead>
<tr>
<th></th>
<th>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</td>
<td>thorough</td>
</tr>
<tr>
<td></td>
<td>• Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples) demonstrating an understanding of the topic and text.</td>
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<td></td>
<td>• Clear and effective expression of ideas, using precise language.</td>
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<td>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose.</td>
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<td>3</td>
<td>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</td>
<td>adequate</td>
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<tr>
<td></td>
<td>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</td>
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<td>• Adequate use of some elaborative techniques</td>
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<td>• Adequate expression of ideas, employing a mix of precise and general language</td>
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<td>• Domain-specific vocabulary generally appropriate for the audience and purpose</td>
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<td>2</td>
<td>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</td>
<td>cursory</td>
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<td></td>
<td>• Weakly integrated evidence from sources and erratic or irrelevant references</td>
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<td></td>
<td>• Repetitive or ineffective use of elaborative techniques</td>
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<td>• Imprecise or simplistic expression of ideas</td>
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<td>• Some use of inappropriate domain-specific vocabulary</td>
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<td>1</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</td>
<td>minimal</td>
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<td>• Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</td>
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<td>• Expression of ideas that is vague, unclear, or confusing</td>
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<td></td>
<td>• Limited and often inappropriate language or domain specific vocabulary</td>
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KEEP CALM AND SLAM ON

Lori Wickham
Volusia County Schools
lbwickha@volusia.k12.fl.us

Beth Jensen
Volusia County Schools
BCJensen@volusia.k12.fl.us