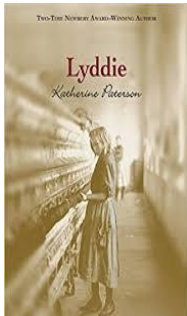


Name _____ Lyddie by Katherine Paterson

Date _____ Chapter 17 Text-Dependent Questions



Directions: **Answer the following questions in complete sentences and use evidence from the text to support your answers and provide an analysis of your claim and evidence.**

TDQ: Based on chapter 17 excerpts, will Lyddie sign the petition or not?



Your response to this will require your thoughtful inferences/analysis of what you read in chapter 17.

Dimensions (what you’re assessed on)	4 (Exceeding Standards) Writing at this level:	3 (Meeting Standards) Writing at this level:	2 (Approaching Standards) Writing at this level:	1 (Not Yet Meeting Standards) Writing at this level:
Use of Evidence: I can cite evidence that supports the topic or claim or task.	-I skillfully incorporate multiple pieces of text evidence and specific examples that develop the topic and/or claim and make sophisticated connections with the task.	-I incorporate multiple pieces of well-chosen text evidence and specific examples that develop the topic and/or claim and make connections with the task.	- I cite relevant pieces of text evidence that partially develop the topic and/or claim and make surface level connections with the task.	-I cite irrelevant or inaccurate evidence from the text to develop the topic/claim.
Development of Analysis: I can explain the relevance and make connections to the topic, claim or task.	-I use sophisticated and original reasons to show an insightful understanding of my evidence. -I thoroughly and insightfully justify complex relationships between my evidence and the topic, claim or task.	-I use original reasons to show a thorough understanding of my evidence. -I justify clear relationships between my evidence and the topic, claim or task.	-I use basic reasons to show an understanding of my evidence. -I paraphrase evidence and/or specific examples instead of analyzing it. -I state connections between my evidence and the topic, claim or task, though some may not be fully developed.	-I attempt to use reasons, but show a confused understanding of my evidence. -I attempt to paraphrase examples and provide little to no analysis. -I state irrelevant or inaccurate connections between my evidence and the topic, claim or task

<div>Your <i>evidence</i> related to whether or not Lyddie will sign the petition</div> <div></div>	<div>Your <i>analysis (inferences)</i> about your textual evidence</div> <div></div>
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

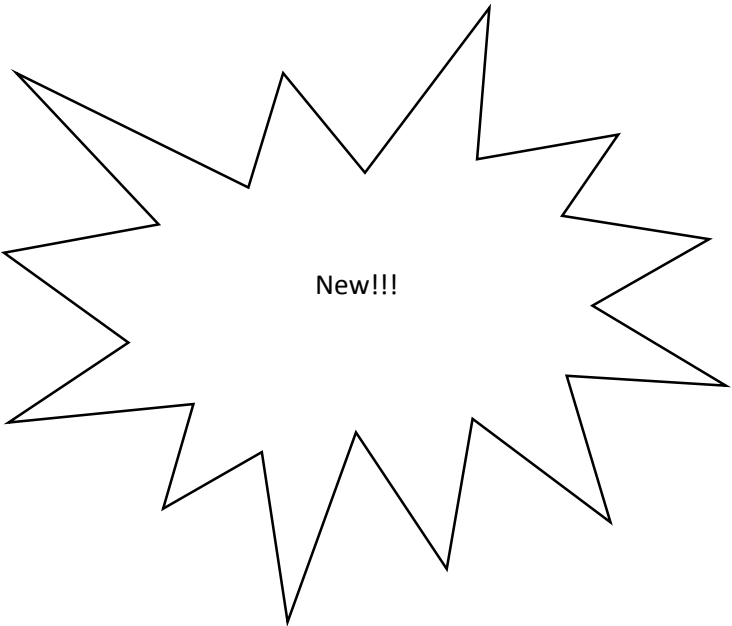
Remember: Claim is (topic + your own thoughts and your own judgment in the form of: analysis, inference, drawing a conclusion)

Question: Based on chapter 17 excerpts, will Lyddie sign the petition or not?
Your response to this will require your thoughtful inferences/analysis of what you read in chapter 17.

- 1. Flip this writing prompt/question into a sentence starter for your claim.
- 2. Add your own thinking after you create the sentence starter from the writing prompt/question.

Your claim: _____.

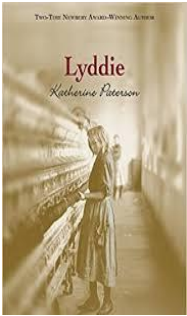
Dimensions (what you're assessed on)	4 (Exceeding Standards) Writing at this level:	3 (Meeting Standards) Writing at this level:	2 (Approaching Standards) Writing at this level:	1 (Not Yet Meeting Standards) Writing at this level:
Content & Meaning Making: I can demonstrate my understanding of content (text) and make meaning of the content (task).	-I introduce a topic or claim clearly that demonstrates purposeful thinking with thought-provoking ideas. -I clearly understand and demonstrate the task and offer original insight about the content (text).	-I introduce a topic or claim clearly that demonstrates purposeful thinking. - I clearly understand the task and offer insight about the content (text).	-I introduce a topic or claim that partially fulfills the task. -I show a surface level understanding or confusion of the task and content (text).	-I attempt to introduce a topic or claim that shows little understanding of the task. -I show little understanding of the content (text).



Name_____ Lyddie by Katherine Paterson

Date_____ Chapter 17 Text-Dependent Questions

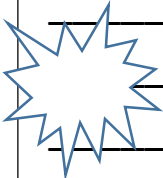
Directions: You will be focusing on how the working conditions affect Lyddie and the rest of the girls and how they see the need to bring about change. **Answer the following questions in complete sentences and use evidence from the text to support your answers and provide an analysis of your claim and evidence.**



1. **Will Lyddie sign the petition? Infer about the pros and cons of signing the petition.**
Use evidence from the text to support your claim and provide an analysis of your claim and evidence. (Three sentences required)



C.
t.
E.
A.



The new “t.” stands for “transition.” Adding this sentence will help us do a few things:

- add to/give more detail/clarify what we mean in our claims
- give some background and explanation of text before presenting our evidence
- give the reader a transition between our claim and our evidence
- help us develop our individual “voice” as writers