

TGC Fellow Unit Template

Prepared by: Deanna Wuotila

School/Location: Skyview Elementary Oakdale, MN

Subject: Reading, Writing, Social Studies

Grade: 5

Interdisciplinary Unit Title: Argument and Advocacy

Time Needed: 7 weeks

Researching Debatable Issues and the Research Based Essay

Unit Summary: Students will be learning about contemporary global issues while working on argument and advocacy in Reading and Writing Workshops. While implementing the district adopted Teacher College curriculum, students will focus on a global issues of their interest. Students will choose an issue to investigate, collect resources to analyze, and consider differing perspectives, including that of their pen pals from Korea. Next, they will create a stance, supported by evidence found during the research process, build an argument, and write a research-based argument essay. In addition, they will consider the issue on a local level, and take action by creating a digital presentation to communicate their ideas to diverse populations, including global pen pals, community members and family. Throughout this unit, students will be engaged in their projects in a variety of ways. Some strategies that will be used include: integrating technology, implementing culturally responsive discussion protocols, small group work organized by research topics, learning partnerships, and adult mentorships.

STAGE 1: Desired Results

ESTABLISHED GOALS:

Common Core Standards:

CCSS.ELA-LITERACY.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Transfer

Students will be able to independently use their learning to:

- T1. Investigate a world issue
- T2. Compare and contrast different perspectives by evaluating arguments
- T3. Talk and write analytically across sources
- T4. Establish and support a position
- T5. Build a powerful argument
- T6. Advocate for their beliefs by writing for real-life audience
- T7. Use technology to communicate ideas

Meaning

UNDERSTANDINGS

Students will understand that:

- U1. There are a number of

ESSENTIAL QUESTIONS:

- E1. What are some challenges faced by humans on Earth?

<p>CCSS.ELA-LITERACY.RI.5.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>challenges that stand in the way of the sustainability and development of Earth.</p> <p>U2. Sustainable development is a worthy goal.</p> <p>U3. The world is inequitable as far as resources and opportunities are concerned.</p> <p>U4. Concern for people with different challenges across the world can lead to action.</p>	<p>E2. What are the different perspectives on the global issue that I am learning about?</p> <p>E3. What is my stance on this global issue?</p> <p>E4. What is some evidence I can use to support my idea?</p> <p>E5. How can I share my ideas using technology with a diverse audience?</p>
Acquisition		
<p>CCSS:ELA-LITERACY.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS:ELA-LITERACY.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s opinion.</p> <p>CCSS:ELA-LITERACY.W.5.1b: Provide logically ordered reasons that are supported by facts and details.</p> <p>CCSS:ELA-LITERACY.W.5.1c: Link opinion and reasons using words, phrases, and clauses.</p> <p>CCSS:ELA-LITERACY.W.5.1d: Provide a concluding statement or section related to the opinion presented.</p> <p>CCSS:ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS:ELA-LITERACY.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.</p> <p>CCSS:ELA-LITERACY.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;</p>	<p><i>Students will know:</i></p> <p>K1. Facts about contemporary global issues-overpopulation, climate change, water supply, hunger, poverty, education, waste.</p> <p>K2. Location of those global issues on world, national and local levels.</p> <p>K3. What other people have done to address the global issue.</p>	<p><i>Students will be able to:</i></p> <p>S1. Research an argument, asking questions about the claim.</p> <p>S2. Read for both sides of an argument.</p> <p>S3. Debate two sides with an argument to clarify their thinking.</p> <p>S4. Read deeply about an issue-thinking about evidence to support an argument.</p> <p>S5. Reflect on the information to grow new ideas.</p> <p>S6. Summarize others’ arguments to express the most essential parts.</p> <p>S7. Develop new ideas about their issue by asking new questions</p> <p>S8. Use annotations to facilitate evidence-based conversation about the text.</p> <p>S9. Figure out an author’s</p>

<p>demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CCSS:ELA-LITERACY.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS:ELA-LITERACY.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS:ELA-LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS:ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS:ELA-LITERACY.SL.5.1a: Come to a discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS:ELA-LITERACY.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS:ELA-LITERACY.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS:ELA-LITERACY.SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>CCSS:ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.</p> <p>CCSS:ELA-LITERACY.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>CCSS:ELA-LITERACY.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak</p>		<p>perspective to understand how his or her ideas fit into the issue.</p> <p>S10. Approach an author's argument skeptically</p> <p>S11. Make a plan for their research project.</p> <p>S12. Use conversation to spark new ideas.</p> <p>S13. Talk and write analytically across sources.</p> <p>S14. Advocate for a change in the world by making a claim.</p> <p>S15. Use evidence to build up arguments.</p> <p>S16. Use evidence to support the opposing viewpoint and offer a rebuttal.</p> <p>S17. Evaluate evidence to strengthen claim.</p> <p>S18. Create a project that will allow them to have a global audience.</p>
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at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

MN Social Studies standards:

5.1.1.1.2: Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.

GLOBAL COMPETENCY:

1. Investigate the world
2. Consider perspectives
3. Communicate ideas effectively across diverse groups
4. Take action

TECHNOLOGY USED:

- Google classroom
- Google docs
- Google forms
- Epals with students in Seoul, South Korea
- Skype
- Flipgrid
- Symbaloo

Variety of digital presentation options:

- Google slides
- Kahoot
- Padlet
- iMovie
- Piccollage

RESOURCES:

<http://www.kidsgoglobal.net/the-issues>

<http://worldslargestlesson.globalgoals.org/>

<https://iearn.org/>
https://www.projectlooksharp.org/front_end.php?playlist_id=6
<https://www.edutopia.org/article/global-education-resources>
http://www.100people.org/100_People_Curriculum-Global_Issues.pdf
<https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/>
<https://www.kidscanmakeadifference.org/program-description>
<http://www.un.org/sustainabledevelopment/takeaction/>
<http://www.un.org/sustainabledevelopment/videos/>
<http://www.oxfam.org.uk/education/who-we-are/global-citizenship-guides>
<https://www.tigweb.org/>
<https://www.youtube.com/watch?v=RpqVmvMCmp0>
https://www.teachingcitizenship.org.uk/sites/teachingcitizenship.org.uk/files/Make%20it%20happen_Social%20Action%20Toolkit_V1i.pdf
<https://www.usip.org/public-education/lessons-and-activities>
https://www.projectlooksharp.org/front_end.php?kit_id=12
https://www.nea.org/assets/docs/EmpoweringFinal_1.pdf

Research resources:

<https://www.symbaloo.com>
<https://newsela.com/>
<http://www.elm4you.org/>
<http://www.world-newspapers.com/>
<http://www.thebigproject.co.uk/news/#.WgOZL2iPIdW>
<http://www.onlinenewspapers.com/>
<http://www.worldpress.org/gateway.htm>
<http://www.newseum.org/todaysfrontpages/>

Reading and Writing curriculum, checklists and rubrics can be found on the following website:

<https://www.heinemann.com/myonlineresources/>

Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning target or Student Will Be Able To)
<p>Assessments FOR Learning:</p> <p>Assessing Prior knowledge: KWL chart (padlet) K and W</p> <p>Classroom assignments: Culturally responsive protocols (Give one, get one, Graffiti talk, chalk talk, carousel brainstorm, graphic organizers-Venn Diagram), draft of essay, self-evaluation on rubric, exit tickets (google forms)</p> <p>Observations: Class debates, discussions in topic groups and mixed topic groups, partnerships, 1:1 conferring</p>	<p>Prior Knowledge Students will be able to:</p> <ul style="list-style-type: none"> ● Generate ideas they have on global issues. ● Focus on a specific topic, generate wonderings (questions) to investigate. <p>Classroom Assignments Students will be able to:</p> <ul style="list-style-type: none"> ● Use various protocols to share information with classmates researching the same topic. ● Use a variety of protocols to share the information that they find in their research with the whole class. ● Reflect on the process and set short term goals. ● Complete google forms as exit tickets and self-reflections. <p>Observations Students will be able to:</p> <ul style="list-style-type: none"> ● Participate in debates to share the information they have gathered on their topic. ● Speak regularly in partnerships, small groups and large groups to share information and seek support for resources. ● Confer with teacher at regular checkpoints throughout the unit.
<p>Assessments OF Learning: Checklists, reflections, and rubrics (see attached)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Complete the self-assessment rubric for informational

Final written project

Final digital project

reading.

- Use the checklist provided to complete all parts of the argument essay.
- Use the opinion writing rubric to reflect on writing piece and self-evaluate according to the objectives.
- Complete an argument essay and share with a real audience.
- Communicate ideas in a digital project with a diverse audience.

Stage 3 - Learning Plan

This unit will be modified according to students' needs. The students who need support with a service provider, as noted on an IEP, will be working in a small group on the same topic. All other students will be working on this project independently. However, throughout the lessons, students will be meeting regularly with their learning partner and small groups. I will be conferring with students 1:1 on a regular basis to ensure this big project is broken down into smaller, more manageable tasks. This conferring will begin at choosing a topic and narrowing the focus.

Throughout this unit, guest speakers will be invited into the classroom to share how their careers depend upon globalization. Many parents have already volunteered to share why the global competencies are important for the future. I will also seek out other community figures to speak with the class. We will be connecting with our pen pals in South Korea throughout the unit. Currently, we are registered with Penpal Schools and will be going through the World Explorer program. Our South Korean pen pals are also participating in that program.

Week One:

- Students will be introduced to the ideas of diversity, culture and communication through the lens of religion.
- Students will learn about the SDGs and focus on one goal, generating questions to further investigate using Padlet.
- Students will learn about food waste, migration and the power of peace while learning more about the SDGs.
- Students will connect with the South Korean buddy class via email or flipgrid to share what they have learned about the global goals. They will also inquire about which goals have the biggest impact on their daily lives in Korea.
- Throughout the week, students will share using various discussion protocols: carousel brainstorm, solo-partner-team, fishbowl and walk and talk.

Week Two:

- The teacher will provide Symbaloo for resources that students can use for their research. Students will access this through Google

classroom.

- Students will read with the purpose of identifying an author's claim/argument.
- Students will collect text and read for both sides of an argument while researching their chosen global issue.
- Students will read across multiple texts, looking for support to connect to their argument.
- Students will draft their ideas using evidence to support their claim.
- Students will add relevant quotes and additional evidence to make their arguments more potent.
- Students will converse in small groups about their topics to grow conversations and consider other perspectives.
- Students will share their argument on flipgrid to share with their penpals.
- Students will share helpful resources they find with their like topic groups through use of Padlet.
- Throughout the week, students will meet in their small groups with like-topics and share ideas through the following protocols: give one, get one, graffiti talk, carousel brainstorm, and group Venn Diagrams and other graphic organizers.
- Whole group discussion will happen through chalk talk (generating questions about the topics) and class meeting shares.

Week Three:

- Students will continue to research their topic, using summarization as a technique to record the main ideas of a text.
- Students will analyze their evidence and choose an effective format to convey their message.
- Students will participate in debates, listening carefully to the ideas and perspectives of their classmates.
- Students will continue to read critically and identify the author's ideas and their own.
- Throughout the week students will share in their small groups by using the following discussion protocols: article doodle, walk and talks, circle the sage, and post your thoughts. Whole class share will be done in the debates.

Week Four:

- Students will strengthen their claim by including evidence of the opposing view and offering a rebuttal.
- Students will analyze an author's perspective by paying attention to any bias and consider the author's credibility.
- Students will tailor their argument to appeal to a specific audience.
- Students will debate on their topic using their best evidence to support their argument.
- Students will use the protocol quiz quiz trade after the debate to share ideas presented during the debates.

Week Five:

- Students will read across multiple texts comparing and contrasting the techniques the authors use.
- Students will evaluate the author's evidence for flaws.
- Students will create the essay with an intentional audience in mind.
- Students will work with their partners to revise and edit their argument using Google docs.
- Students will finalize an argument essay using the nonfiction strategies they have been working on throughout the unit.
- Students will use Google forms at the beginning of the week to set goals, and at the end of the week to reflect on the final writing piece.

Week Six:

- Students will choose a digital format to share their argument, intentionally selecting the format for an intended audience. Some

digital formats might include: Google presentation, Kahoot, Padlet, iMovie, Flipgrid, Piccollage, etc.

- Students will share their digital presentations with their classmates, penpals, and families.
- Students will participate in an Information Night by inviting in family members and community members.

Week Seven:

- Students will create an action plan for their topic. They might choose to seek out a scientist and conduct an interview over Skype, run a school food/clothing drive, volunteer at a local charity, or other ways that authentically connect them to their topic. For students who have a more challenging topic, action might look like writing an email and attaching their digital projects to a local representative. It could also mean sharing their project with the school board, arguing that global education should be a part of every child's educational experience in the district.

TGC FELLOWS UBD Lesson

Lesson Title: Introduction to Global Goals adapted from
<http://worldslargestlesson.globalgoals.org/>

Subject: Reading, Writing and Social Studies

Prepared by: Deanna Wuotila

Materials Needed:

- Chart paper and marker for each group of 4
- Post-it notes and pencil for each student
- 4 square graphic organizer for each student
- [Vimeo.com/138852758](https://vimeo.com/138852758)
- [Vimeo.com/178464378](https://vimeo.com/178464378)
- *We the People* video <https://www.youtube.com/watch?v=RpqVmvMCmp0>
- SDG posters

Global Competency:

Investigate the World, Recognize Perspectives, Communicate Ideas

<p>Where is the lesson going? (Learning Target or SWBAT)</p>	<p>Students will be able to think about the biggest problems are in our world, eventually recognizing these as global goals.</p>
<p>Hook:</p>	<p>Tailored Differentiation:</p>
<p>Students will be asked, “What are the biggest problems of our world?” Independently, students will generate ideas by jotting down one idea per post-it note in the given two-minute time period. After, they will take turn whipping around the small group, sharing their ideas. They will group similar ideas together in the center of their space. After the ideas are all shared, the group will make a poster of the common themes the group generated.</p>	<p>A few Special Education students will be working on this unit as a small group with support from the case manager and me.</p> <p>Small groups will be heterogeneous-considerations of gender, leadership, communication skills, and cultural behaviors will be made.</p>
<p>Equip:</p>	<p>Students will be given as much time as needed for the evaluation piece-some students might need to be pulled into a small group for more support.</p>

Students will be shown [Vimeo.com/138852758](https://vimeo.com/138852758), introducing these world problems as global goals. After the short video, students will review their poster and add any additional ideas to it that they got from the video. After groups have finished revising their poster, they will be given a 4-square graphic organizer. They will be asked to jot 4 ideas that they will hear in the next video. In Box one, they will identify Emma Watson's claim/argument. In boxes 2-4, they will list the ways to help.

Rethink and revise:

In small groups, students will share the information on their graphic organizer and also share their perspectives on the examples shared for each of the ways to help. Students will then watch, *We the People*. After the video, students will reflect on what they have seen, and discuss it in their groups.

Evaluate:

<p>Students will write about one of the SDGs that they are interested in learning more about. In their notebooks, they will generate questions that they would like to investigate focusing on one of the goals. Students will write their name on the post-it note and post the note on the SDG poster that names their investigation. Finally, students will use Padlet on their Chromebooks to share their big questions to investigate.</p>	
<p><u>Notes:</u> Because this lesson sets up the rest of my unit plan, I will be using the topics that students choose to form small groups moving forward. I will also be breaking up the small groups into partnerships, with intentional pairing according to a student's strengths and needs.</p>	<p><u>Organization:</u></p> <ul style="list-style-type: none"> · The SDGs will be posted on the wall for students. · Padlet will be logged into and ready for students to use on Chromebooks. · Videos will be queued.

Graphic Organizer:

<p>Emma Watson's claim/argument</p>	<p>Way to help #1</p>
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Way to help #2

Way to help #3

Name: _____

Date: _____

Rubric for Opinion Writing—Fifth Grade								
	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	Mid-level	The writer not only staked a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.	
Lead	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	Mid-level	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.	

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Transitions	The writer connected her ideas and reasons with her examples using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> .	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he was shifting from saying reasons to giving evidence and <i>In addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to her reasons using phrases such as <i>this shows that . . .</i> . The writer helped readers follow her thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . She used phrases such as <i>consequently</i> and <i>because of</i> to show what happened. The writer used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	Mid-level	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.	
Ending	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	Mid-level	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.	
Organization	The writer wrote several reasons or examples of why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.	Mid-level	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.	
								Total

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about word families and spelling rules to help him spell and edit. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.	
Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>It was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.	
								Total

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.

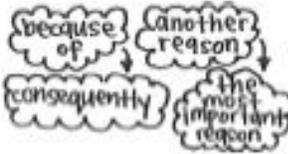
Number of Points	Scaled Score
1-11	1
11.5-16.5	1.5
17-22	2
22.5-27.5	2.5
28-33	3
33.5-38.5	3.5
39-44	4

Name: _____ Date: _____

Opinion Writing Checklist

Grade 5

STRUCTURE

Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.				
	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!	
Lead		I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Chocolate milk ^{isn't healthy} is bad so schools should stop ^{ban} it.	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	This shows that...	I used transition words and phrases to connect evidence back to my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

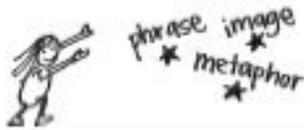
Opinion Writing Checklist (continued)

Grade 5

STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
	<p>specifically in particular → </p>	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	 connect it!	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT					
Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!	
Elaboration	<p>REASON 1 REASON 2 REASON 3</p>	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 5

DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
	 <p>I discussed and unpacked the way that the evidence went with the claim.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	 <p>I made deliberate word choices to have an effect on my readers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>I reached for the precise phrase, metaphor, or image that would convey my ideas.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>I made choices about how to angle my evidence to support my points.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

Grade 5

LANGUAGE CONVENTIONS

Did I do it like a fifth grader?

NOT YET
STARTING
TO
YES!

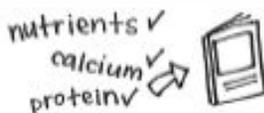
Spelling



I used what I knew about word families and spelling rules to help me spell and edit.

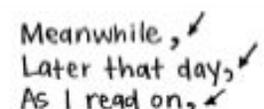


I used the word wall and dictionaries to help me when needed.

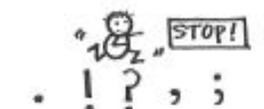


I made sure to correctly spell words that were important to my topic.

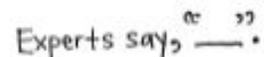
Punctuation



I used commas to set off introductory parts of sentences.

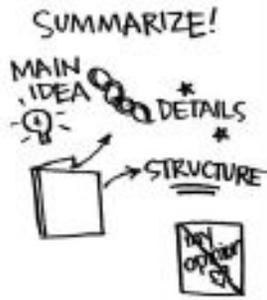
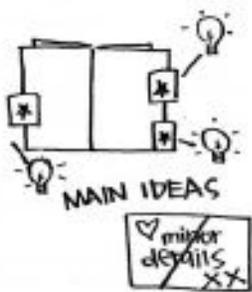


I used a variety of punctuation to fix any run-on sentences.



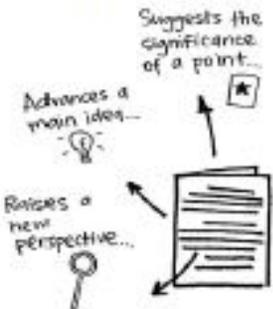
I used punctuation to cite my sources.

Informational Reading Self-Assessment Rubric

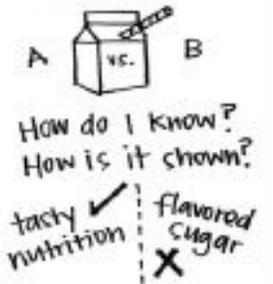
	Level 4	Level 5	Level 6
Main Idea(s) and Supporting Details/ Summary	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about the main idea(s). <input type="checkbox"/> I included a few carefully selected details that link to the main idea. <input type="checkbox"/> I used the text structure in my response. <input type="checkbox"/> I wrote a brief summary. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text. <p style="text-align: center;">SUMMARIZE!</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about more than one main idea. <input type="checkbox"/> I included carefully selected details that support each main idea. <input type="checkbox"/> I wrote a brief summary. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about several main ideas or a central idea. <input type="checkbox"/> I identified the idea that seems the strongest. <input type="checkbox"/> I supported my ideas/claims with specific details or quotes, and chose evidence that is the strongest. <input type="checkbox"/> I kept my own opinions separate from the ideas in the text. 

(continues)

Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
<p>Analyzing Parts of a Text in Relation to the Whole</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about why the author seems to have included one part of the text. What does it add? <input type="checkbox"/> I explained how that one part is important to the whole text (e.g., It's an example of a main idea or it provides reasons to support the author's argument). 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about how one part fits with the whole structure and with the main idea(s). <input type="checkbox"/> I used academic language to explain how one part is important to the whole text (e.g., It illustrates an idea/claim, it shows the implication of an idea). <input type="checkbox"/> If the text was an argument, I explained which details went with which points. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about how a part contributes to the development of the author's central idea or contributes in other ways to the text (for example, it engages the reader by ...). <input type="checkbox"/> I used academic language to discuss authors' techniques. <input type="checkbox"/> If the text was an argument, I explained which claims were more strongly supported and which details were most convincing. 

Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Analyzing Perspective	<ul style="list-style-type: none"> <input type="checkbox"/> I named the point of view of the writer—firsthand or secondhand. <input type="checkbox"/> I wrote about how the author's point of view probably affected the information that was/wasn't revealed in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I named the point of view and discussed how the author's point of view probably affected the slant in which the information was presented or the choice of information. <input type="checkbox"/> I noted when the texts showed different points of view. <input type="checkbox"/> I wrote reasons why the narrator probably thought/felt as s/he did (when possible). 	<ul style="list-style-type: none"> <input type="checkbox"/> I noted the details that reveal the author's perspective, and I wrote about how these details do so. <input type="checkbox"/> I identified how the author's perspective was related to his or her vested interests or roles. <input type="checkbox"/> I noted when two texts showed different points of view and/or when there were different points of view in one text. 

Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Cross Text(s) Synthesis	<ul style="list-style-type: none"> <input type="checkbox"/> I put together information and ideas about a topic from different texts or parts of a longer text. <input type="checkbox"/> I organized the information into categories (if possible). 	<ul style="list-style-type: none"> <input type="checkbox"/> I put together information and ideas about a subtopic. <input type="checkbox"/> I included information from several sources. <input type="checkbox"/> I formed categories (my own headings) and sorted the information that way. <input type="checkbox"/> When one author said one thing and another, something different, I could notice this. I tried to explain the differences. Was one text a firsthand account and the other, secondhand?  <p style="text-align: center;">PERSPECTIVES?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I sorted information/ideas into subtopics or categories. <input type="checkbox"/> I included information from several sources. <input type="checkbox"/> I explained which information came from which source. <input type="checkbox"/> I noted when one author says one thing and another, something different, and I try to understand and explain the differences in their information or ideas. 

