



# GRADE 5 LITERACY: TCRWP NONFICTION

## READING AND OPINION/ARGUMENT WRITING

### UNIT OVERVIEW

This packet contains two units designed to support students' journeys towards proficiency in reading and analyzing nonfiction texts, integrating information across multiple texts, and writing argument essays based on their research. The task included asks each student to read and watch several nonfiction texts that give information about an issue and to take a side on that issue in the form of an argument essay, drawing on the provided texts for support.

### TASK DETAILS

**Task Name:** TCRWP Nonfiction Reading and Argument Writing Performance Assessment

**Grade:** 5

**Subject:** Literacy

**Task Description:** Students will write summaries of the main ideas and key details of texts they have read. Students will also write opinion pieces on the topic presented, supporting their point of view with reasons and information derived from the texts provided.

#### **Standards:**

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Materials Needed:** See Task Administration Details for a complete list of materials.

- Video clip: “Phoenix Zoo Helps Save Endangered Species” and video projection equipment
- Text sets provided with assessment
- Student instruction sheets and paper for responses



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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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The Teachers College Reading and Writing Project donated their time and expertise towards the development of these performance assessments and the accompanying units of study. Lucy Calkins, Mary Ehrenworth and Anna Gratz led the curriculum work. The units attached to the performance assessments are part of a larger curriculum that is available to any school (visit [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for more information). Lucy Calkins, Audra Robb, Janet Steinberg and Kara Fischer led the performance assessment work. Their effort relied on a think tank comprised of teachers from PS 175, PS 28, PS 59, PS 158, PS 161, and PS 199 in Manhattan, PS 5 in the Bronx, PS 199 in Queens, PS 503 and PS 29 in Brooklyn and the Smith Elementary School in Tenafly, New Jersey. A special thanks goes to Kathy Doyle, Deanna Gunderson and Jennifer Keener for trying out the final version of the assessment.



GRADE 5 LITERACY: TCRWP NONFICTION  
READING AND OPINION/ARGUMENT WRITING  
PERFORMANCE TASK

## **Task Administration Details: Materials and Guidelines for Administration**

### ***Materials:***

- Video clip and video projection
  - <http://www.myfoxphoenix.com/dpp/news/pets/phoenix-zoo-oryx-11-15-2010>
- *Zoochosis* by Stephanie Santana and Shauwn Lukose from the book *Should There Be Zoos: A Persuasive Text*, by Tony Stead and Judy Ballester. (FAMIS order#: 59255)
- *The Swazi Eleven*, adapted by Kelly Boland (see text section on page 73)
- *Life Span of Female African Elephants* chart (see text section on page 76)
- Guidelines for administration
- Student directions
- Booklets for student responses

### ***Guidelines for Task Administration – Teacher Directions***

**Administration guidelines:** This assessment will take approximately three periods – which might last for two or three days depending on how much time you can allocate each day and on your students’ stamina. The children will have the opportunity to watch, listen to, and read four texts, including a video, and three texts at various reading levels.

## **Day 1**

**Initial Setup:** Approximately 1 hour

Suggestion for what the teacher might say to students:

“You’re going to have a chance over these two days to show off your powers as researchers, critical thinkers, and writers. Here’s how it’s going to go – we are going to immerse ourselves in a mini-research project on something fascinating – zoos and their relationship to endangered animals. You’ll get a chance to watch a video and to read some articles. Each text will give you some more information about the issue of whether zoos are helpful or not for endangered animals – Your reading will set you up to figure out what’s your stance, or position, on this issue. Should zoos exist? After you’ve done some research, you’ll have a chance to take a side on this issue, by writing an argument essay to persuade others to take your side.”

“We’ll have three periods of class-time to work on this. In the first period, you’ll watch the video and read an article. Your first task each time will be to summarize the information you think is most important. I am going to collect your summaries so I can learn about your abilities to find the main ideas and the key details that support those main ideas. After you have summarized the main ideas and key details in the video and the article, you will be asked to take a stance and make a plan for your argument essay, based on what you know so far.

Then, during the second period, you’ll read another article and a chart and learn more information. You’re sure to do some new thinking then. So we’ll follow our final research period

## Grade 5 Literacy: Nonfiction Reading and Research-Based Argument Essay Writing

with a writing period, and you'll have time to write your essay so that it contains all that was in your plan the first day as well as all that you learned the second day. As you write, remember everything you know about research-based persuasive essays. Your essays should be convincing because you'll be writing them based on your research. You'll want to quote experts and reference important facts and details that will convince your readers, so during the research period, use what you know about taking notes to get all the detailed information and specific references you want to use in your essay."

### **Task 1:**

#### **Suggested Teacher Prompt:**

"You're about to watch a video that was aired on the news in Phoenix. It's only a couple minutes long, so let me tell you about it first. It's a news report on how a zoo in Phoenix is interacting with endangered animals. The information in the report comes from people who work at the zoo. You'll have a chance to watch the video three times. You may want to just watch it first, and then be ready to write the main ideas and key details after your second viewing. You can watch it again just before you write your essay, if you want. You'll see the title of the video, and a prompt for this task, on your paper. The task to do after watching this twice is to summarize the video by writing a paragraph or two giving the main ideas and the key supporting details for each main idea. You may want to plan for your summaries by taking notes in the format we call 'boxes and bullets.' A box names a big idea, and the bullets outline the supporting details."

"Don't forget, if you hear an important quote, you'll want to record that somehow in your notes so you know it was a direct quote and can use it in your essay."

#### **Written prompt:**

"Phoenix Zoo Helps Save Endangered Species." Video from *Fox News*, Phoenix, Arizona  
In this video, people who work at the Phoenix Zoo tell about what they have done with one endangered species. Summarize the main ideas this video presents by writing a paragraph or two that records those main ideas and the key details. You may want to plan this first with an outline. This will show me how well you can summarize main ideas and key details.

If you hear any quotes that you may want to include in your essay, write those down so you'll be able to quote accurately.

### **Task 2:**

#### **Suggested Teacher Prompt:**

"I saw that you gathered some really important ideas and information from your first research text. Now you'll have a chance to read an article written by two fourth graders. Remember the big question to keep in mind is this: What stance do I take about zoos? You may underline or jot in the margins as you read. When you finish reading, write another summary like the last one. This should be a paragraph or two long and should give the main ideas and key details in the text. You may use boxes and bullets to plan, if you'd like. And remember, if you notice any important quotes that can go in your essay, you might want to underline them."

**Written prompt:**

Text: “Zoochosis,” by Stephanie Santana and Shauwn Lukose (see text packet)

Now you have a chance to add to your research with an article called “Zoochosis.” This article was written by two fourth-grade students, named Stephanie Santana and Shauwn Lukose. You may write on this article, if you’d like to underline, and you can take whatever notes will help you with your essay. After you finish reading, write a summary that gives the main ideas and key details of the article.

**Task 3:**

**Suggested Teacher Prompt:**

“Researchers, you’re probably ready to take a side on the issue of zoos and endangered animals. Think a minute about what your side is. Do you agree that zoos are bad for endangered animals and people and should be closed? Do you, instead, think zoos ARE important? You are going to make a plan for your essay. Decide how you will convince your readers that zoos either help or that they harm endangered animals. Your plan should include a clear statement of your claim and notes about what evidence you will support it with, drawn from your sources. Use everything you know about essay writing, and everything you know about research, to make this plan. This is for you to use tomorrow, but it’s also for me to learn what you know about thinking and planning, so make sure to do your best thinking and to make your notes clear.”

**Written Prompt:**

Today you have seen arguments that we should close down zoos, because of concerns about the well-being of animals, and you have seen arguments that zoos help endangered animals. Tomorrow you are going to write a research-based argument essay in which you explain which side you agree with and why. Right now, write a plan for that essay. Be sure to use what you know from writing essays to state a claim and make notes about the evidence from your research you will use to back up your claim.

**Day 2**

**Initial Setup: 2 periods**

“Ok, researchers! Today you have an opportunity to add to your research. First you have time to read a great article and a chart. This new research will give you more information to support your claim—or it may make you change your claim! After you’ve read the new information, you’ll be able to write your argument essay.

**Task 4**

**Suggested Teacher Prompt:**

“The first text is called “The Swazi Eleven,” and it’s based on research by Tom French, who is a prize-winning journalist who spent six years studying zoos. For this text, you’ll summarize the main ideas and the key details as you did for the video. I’ll be studying these summaries, as I did with the ones from the video tape and article yesterday, to understand if you can spot the main

ideas and show how they are supported by key details. Again, stay alert to important quotes as you read.”

**Written Prompt:**

Text: “The Swazi Eleven” by Kelly Boland (see text packet)

This article is based on the research of a prize-winning journalist who studied zoos. Summarize the main ideas this article presents in paragraph form. Show that you can find the main ideas and show how they are supported by key details. I’ll be assessing whether you can do this important work! If you notice any quotes that you may want to include in your essay, be sure to mark them, so you’ll be able to quote accurately.

**Task 5**

**Suggested Teacher Prompt:**

“You’ll have a chance to read a chart to use in your essay. This chart is based on scientific research that looked at hundreds of elephants over forty years. I will not be studying your notes on this.”

**Written Prompt:**

Text: “Life Span of Female African Elephants in Zoos and the Wild” bar graph (see text packet)

This chart may help you in your essay. It is based on research done by many scientists, looking at more than 800 elephants and including forty years of information. Study it, and if you want you may use what you learn in your essay.

**Task 6**

**Suggested Teacher Prompt:**

“Researchers, this is it! You know the task: write a research-based argument essay to convince the world to agree with your stance on zoos. Go back to the plan you wrote earlier to help yourself get started, and also add in what you’ve learned today. Use everything you know about essay writing— taking a side and stating your claim clearly, and using information and quotations from your research to back up your ideas—to write a convincing essay. You’ll have a class period to write this important essay that will show everything you know about how to write an argument essay and how to learn from research you’ve done.”

**Written Prompt:**

Think about everything you’ve learned today and yesterday. Write a research-based argument essay, trying to convince readers that zoos either help or harm endangered animals. Be sure to use what you know from writing essays to state a claim and back it up with evidence from your research. As you write, draw information and quotations from your research to support your claim, as this will show me how well you can learn from nonfiction reading—and it’ll make your essay more convincing to readers!

Be sure to:

- Introduce the topic
- State your claim: make clear whether you believe zoos help or harm endangered animals

## Grade 5 Literacy: Nonfiction Reading and Research-Based Argument Essay Writing

- Create body paragraphs to organize your reasons
- Include relevant facts and details from the sources you've read and watched
- Use transition words to link information and ideas
- Write a conclusion

### **Guidelines for Administering the Task**

This assessment will be an on-demand – that is, it aims to assess kids' ability to independently read informational texts and construct a written argument that incorporates multiple sources of information. The assessment will probably take 3 class periods, though we recommend that it be two days – one hour on day one for reading/research and writing an essay plan. The second day will include a period for reading/research and a period for writing.

Some logistics:

- The students will have the tasks on a piece of paper – but you'll also want to provide some context and instruction verbally. We've written out suggested prompts for the teacher. Of course, you'll want to adapt and modify the language to suit the language you use in your classroom. You'll want to study the content of the spoken prompt before you adapt it; it is related to your students' understanding of the tasks, and therefore their potential success. Students should encounter only texts 1-2 the first day. You'll need to collect the texts, students' notes and summaries, and their essay plan, at the end of day one. Then on day two, students should have access to all the texts, all their notes and summaries, and their plan, as they get ready to write their essay.
- Period one, students will encounter text 1, which is a video, and text 2, which is an accessible, short article. The short tasks involve note-taking to summarize and gather information. Then they will have a task that is planning their essay – we anticipate this plan taking approximately ten minutes.
- Period two, students will encounter texts 3 and 4. Text three is an article, and 4 is a chart. It will be important for students to summarize text three.
- Period three, students will draft their essays.



***Guidelines for Task Administration- Student Directions***

**Day 1**

**Task 1**

“Phoenix Zoo Helps Save Endangered Species.” Video from *Fox News*, Phoenix, Arizona

In this video, people who work at the Phoenix Zoo tell about what they have done with one endangered species. Summarize the main ideas this video presents by writing a paragraph or two that records those main ideas and the key details. You may want to plan this first with an outline. This will show me how well you can summarize main ideas and key details.

If you hear any quotes that you may want to include in your essay, write those down so you’ll be able to quote accurately.

**Task 2**

Text: “Zoochosis,” by Stephanie Santana and Shauwn Lukose

Now you have a chance to add to your research with an article called “Zoochosis.” This article was written by two fourth-grade students, named Stephanie Santana and Shauwn Lukose. You may write on this article, if you’d like to underline, and you can take whatever notes will help you with your essay. After you finish reading, write a summary that gives the main ideas and key details of the article.

**Task 3**

Today you have seen arguments that we should close down zoos, because of concerns about the well-being of animals, and you have seen arguments that zoos help endangered animals. Tomorrow you are going to write a research-based argument essay in which you explain which side you agree with and why. Right now, write a plan for that essay. Be sure to use what you know from writing essays to state a claim and make notes about the evidence from your research you will use to back up your claim.

**Day 2**

**Task 4**

Text: “The Swazi Eleven” by Kelly Boland

This article is based on the research of a prize-winning journalist who studied zoos. Summarize the main ideas this article presents in paragraph form. Show that you can find the main ideas and show how they are supported by key details. I’ll be assessing whether you can do this important work! If you notice any quotes that you may want to include in your essay, be sure to mark them, so you’ll be able to quote accurately.

**Task 5**

Text: “Life Span of Female African Elephants in Zoos and the Wild” bar graph

This chart may help you in your essay. It is based on research done by many scientists, looking at more than 800 elephants and including forty years of information. Study it, and if you want you may use what you learn in your essay.

**Task 6**

Think about everything you’ve learned today and yesterday. Write a research-based argument essay, trying to convince readers that zoos either help or harm endangered animals. Be sure to use what you know from writing essays to state a claim and back it up with evidence from your research. As you write, draw information and quotations from your research to support your claim, as this will show me how well you can learn from nonfiction reading—and it’ll make your essay more convincing to readers!

Be sure to:

- Introduce the topic
- State your claim: make clear whether you believe zoos help or harm endangered animals
- Create body paragraphs to organize your reasons
- Include relevant facts and details from the sources you’ve read and watched
- Use transition words to link information and ideas
- Write a conclusion



GRADE 5 LITERACY: TCRWP NONFICTION  
READING AND OPINION/ARGUMENT WRITING  
UNIVERSAL DESIGN FOR LEARNING (UDL)  
PRINCIPLES

TCWRP Nonfiction Reading and Opinion/Argument Writing 5<sup>th</sup> Grade  
Common Core Learning Standards/  
Universal Design for Learning

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

**REPRESENTATION:** *The “what” of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

*In this task, teachers can...*

- ü **Provide graphic organizers and templates for data collection and organizing information** that highlight main idea and key details; support note taking for viewing videos, summarizing, and supporting evidence necessary to write an argumentative essay.

**ACTION/EXPRESSION:** *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

*In this task, teachers can...*

- ü **Provide prompts, guides, rubrics, checklists that focus on elevating the frequency of self-reflection and self-reinforcements** by using prints, sample writings and sentence starters and/or online checklist for planning, organizing and editing the necessary tasks for writing persuasive essays focusing on the relationship between zoos and endangered animals.

**ENGAGEMENT:** *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

*In this task, teachers can...*

- ü **Foster collaboration and community** by employing group discussion, peer editing, providing students with a rubric that can be used to assess and provide constructive feedback for each other's thinking and writing.

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



GRADE 5 LITERACY: TCRWP NONFICTION  
READING AND OPINION/ARGUMENT WRITING  
RUBRIC

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

	<b>Level 1- Novice</b>	<b>Level 2- Intermediate</b>	<b>Level 3- Proficient</b>	<b>Level 4- Above Proficient</b>
<p><b>Focus/Makes a Claim</b></p> <p><i><b>W. Standard 5.1.a:</b></i> 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 purpose.</p>	<ul style="list-style-type: none"> <li>The writer may introduce a main topic, but does not explicitly state a claim.</li> </ul>	<ul style="list-style-type: none"> <li>States a claim that is related to the topic, but does not show a clear position on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly states a claim that takes a position on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly states a provocative or nuanced claim that takes a position on the topic.</li> </ul>
<p><b>Structure— Organizes Information</b></p> <p><i><b>W. Standard 5.1.a:</b></i> 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 purpose.</p> <p><i><b>W. Standard 5.1.b:</b></i> Provide logically ordered reasons that are</p>	<ul style="list-style-type: none"> <li>Includes ideas, reasons, facts, and/or details, but these appear to be in no particular order.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas, reasons, facts, and details are grouped into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered. This order may not yet strengthen the impact of the claim.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, which are strategically ordered in a way that strengthens the impact of the claim. (E.g. presenting and then refuting the opposing side or ordering reasons from least to most</li> </ul>

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

supported by facts and details.				compelling.)
<p><b>Structure—Introduction</b></p> <p><i>W. Standard 5.1.a:</i> 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 purpose.</p>	<ul style="list-style-type: none"> <li>• May launch directly into supporting information without any introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic briefly or states a claim without any other introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Orients the reader with an introduction to the topic and sometimes to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Orients and engages the reader with an angled and compelling introduction to the topic and claim.</li> </ul>
<p><b>Structure—Conclusion</b></p> <p><i>W. Standard 5.1.d:</i> Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>• Ends the essay seemingly in the middle of a section, with no sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or sentences that is not clearly related to the claim and may feel abrupt or insufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or section related to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a compelling concluding statement or section that builds on the claim and the supports and engages the intended audience.</li> </ul>
<p><b>Elaboration—Provides Evidence</b></p> <p><i>W. Standard 5.1.b:</i></p>	<ul style="list-style-type: none"> <li>• Includes some facts and details, but does not give reasons for their</li> </ul>	<ul style="list-style-type: none"> <li>• Includes facts and details and connects them to the reasons they</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly links facts and details to the reasons they support. May</li> </ul>	<ul style="list-style-type: none"> <li>• Cites specific sources to account for most or all pieces of evidence,</li> </ul>

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

Provide logically ordered reasons that are supported by facts and details.	inclusion.	support, but makes some inaccurate connections or fails to account for some information.	gesture towards citation by naming some sources.	in addition to clearly linking each piece of evidence to the reason it supports.
<b>Elaboration—Supports Claim</b>  <i>W. Standard 5.1.b:</i> Provide logically ordered reasons that are supported by facts and details.	<ul style="list-style-type: none"> <li>The included facts and details do not, in themselves, support any particular claim.</li> </ul>	<ul style="list-style-type: none"> <li>The reasons, facts, and details mostly support the stated claim, or an unstated claim that can be easily inferred.</li> </ul>	<ul style="list-style-type: none"> <li>The reasons, facts and details all support the stated claim. At least some of them come from a relevant source.</li> </ul>	<ul style="list-style-type: none"> <li>The reasons, facts, and details are accurate and support the stated claim. They come from multiple sources and may include direct quotations.</li> </ul>
<b>Craft—Transitions</b>  <i>W. Standard 5.1.c:</i> Link opinion and reasons using words, phrases, and clauses (e.g. <i>consequently, specifically</i> )	<ul style="list-style-type: none"> <li>Does not use transitional phrases to link opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>May use some transitional phrases but may use the same phrase in every instance, or May use only lower level transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of transitional phrases to link opinion to reasons, and to link reasons to supporting facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>Uses transitional words and phrases, including some that are more sophisticated, i.e. ones that show cause/effect, compare/contrast, gradation, sequence, etc.</li> </ul>



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**Scoring Guide:**

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

**Scoring Table:**

<b>Number of Points</b>	<b>Scaled Score</b>
No response	0
1-10 points	1
11-17 points	2
18-24 points	3
25-28 points	4

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

5th Grade Reading Rubric Assessing Tasks 2, 4, & 6	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p><b>Citation</b></p> <p><b>R.I. Standard 5.1:</b> Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Should be assessed in the research-based essay (task 6 in this assessment)</i></p>	<ul style="list-style-type: none"> <li>When encouraged to draw information and quotations from texts, may refer to the text or discuss the topic in very general terms but does not refer to any specific section of the text to cite nor refer to the text directly.</li> </ul>	<ul style="list-style-type: none"> <li>When encouraged to draw information and quotations from texts, refers to details by paraphrasing from the text and possibly by quoting, although some of the quotations may be inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>When encouraged to draw information and quotations from texts, the student quotes accurately from the text. Quotes are used in the service of presenting, rather than examining, evidence.</li> </ul>	<ul style="list-style-type: none"> <li>When encouraged to draw information and quotations from texts, the student provides an analysis of what the text says, embedding at least one direct quote into that analysis.</li> </ul>
<p><b>Understanding/Analysis</b></p> <p><b>R.I. Standard 5.1:</b> Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Should be assessed in the reading response summaries (tasks 2 and 4 in this assessment)</i></p>	<ul style="list-style-type: none"> <li>When referring to text, the student attempts to grasp only the very explicit, obvious, straightforward, concrete sections of the text, and some of those seem to escape his or her comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>When referring to the text, the student shows an ability to grasp and retell the more concrete and straightforward parts of the text, though the subtle details and implications may still escape him or her.</li> </ul>	<ul style="list-style-type: none"> <li>When referring to the text, the student demonstrates a grasp not only of the explicit meanings in the text but also of some that are implicit.</li> </ul>	<ul style="list-style-type: none"> <li>When referring to the text, the student demonstrates a grasp of the explicit meanings and an ability and tendency to analyze explicit and implicit meanings in the text.</li> </ul>

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

<p><b>Main idea</b></p> <p><b>R.I. Standard 5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>Should be assessed in the reading response summaries (tasks 2 and 4 in this assessment)</i></p>	<ul style="list-style-type: none"> <li>When asked to recap the main ideas in a text, the reader may refer to and talk about a very minor point or detail, perhaps one evident only in the picture.</li> </ul>	<ul style="list-style-type: none"> <li>When asked to recap the main ideas in a text, the reader may state just one main idea from the text or may cite peripheral ideas rather than main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>When asked to recap the main ideas in a text, the reader states two or more main ideas from the text.</li> </ul>	<ul style="list-style-type: none"> <li>When asked to recap the main ideas in a text, the reader crystallizes one or more overarching idea that the text communicates, probably referring to ideas that are not explicitly stated.</li> </ul>
<p><b>Support</b></p> <p><b>R.I. Standard 5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>Should be assessed in the reading response summaries (tasks 2 and 4 in this assessment)</i></p>	<ul style="list-style-type: none"> <li>When doing the above, the reader may restate information from the text without explaining its connection to a main idea or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>When doing the above, the reader explains how one or two key details support main ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>When doing the above, the reader explains how the main ideas of the text are supported by key details.</li> </ul>	<ul style="list-style-type: none"> <li>When doing the above, the reader explains subtle as well as obvious connections between the main ideas and some related key details. The reader may also indicate the relative value of these details as support.</li> </ul>

TCRWP Informational Reading and Writing Rubric-5<sup>th</sup> Grade

<p><b>Summarizing</b></p> <p><b><i>R.I. Standard 5.2:</i></b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>Should be assessed in the reading response summaries (tasks 2 and 4 in this assessment)</i></p>	<ul style="list-style-type: none"> <li>• The reader may recount parts of the text but fails to synthesize into a summary.</li> </ul>	<ul style="list-style-type: none"> <li>• The reader summarizes the text but leaves out key elements or includes inaccuracies in the summary.</li> </ul>	<ul style="list-style-type: none"> <li>• The reader summarizes the text. Summary may feel sparse or, alternately, may include multiple extraneous details.</li> </ul>	<ul style="list-style-type: none"> <li>• The reader provides an accurate summary of the whole of the text, embellishing this with some well-chosen details.</li> </ul>
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**Scoring Guide:**

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.  
 For each response in column two, students receive two points.  
 For each response in column three, students receive three points.  
 For each response in column four, students receive four points.

Scoring Table:

Number of Points	Scaled Score
No response	0
1-7 points	1
8-12 points	2
13-17 points	3
18-20 points	4



# GRADE 5 LITERACY: TCRWP NONFICTION READING AND OPINION/ARGUMENT WRITING ANNOTATED STUDENT WORK

This section contains annotated student work, a summary of student performance, and instructional implications for students in both reading and writing. Task 6 is annotated and scored based on the 5<sup>th</sup> grade TCRWP Writing Rubric to demonstrate students' writing performance. Task 4 is annotated and scored based on 5<sup>th</sup> grade TCRWP Reading Rubric to demonstrate students' reading comprehension.

Note: To align with the CCSS (RI Standard 10) TCRWP annotated and scored the student work from Task 4, which has students read and summarize a grade-level complex text. However, TCRWP recommends that teachers also look at their students' work from Task 2, in which they read and summarize an easier text, and Task 1, in which they watch and summarize a video. This will give richer information about each student and help to separate their decoding and vocabulary skills from their comprehension and summarizing skills.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

Scaled Score—Level 4 (Above Proficient) Writing, Level 4 (Above Proficient) Reading

5<sup>th</sup> Grade Writing Sample

Even though zoos aren't a perfect solution, we should support zoos because they help protect endangered animals. Sometimes animals are in trouble in the wild. They don't have enough to eat, or they are endangered.

Sometimes endangered animals are in trouble in the wild because there isn't enough to eat. For example, Tom French, who won a Pulitzer Prize as a journalist, studied elephants in many zoos, and he wrote a book about them. It's called *Zoo Story*. It turns out that there are too many elephants in South Africa. There isn't enough food for them and there isn't enough food for the rhino, because the elephants eat all the trees. So when elephants get moved to zoos, it might save their lives and it might help some other animals too. Tom French shows that in good zoos like the one in San Diego, there are clinics with experts who will care for the elephants. The article says "the animal clinic at the San Diego Zoo was better than any hospital in Swaziland."

Another thing that zoos help with is breeding endangered animals. One Fox News program showed how local zoos can help breed endangered animals and then set them back in the wild. That seems like a good idea. If we could use zoos to breed these animals, and then put them back in the wild, maybe they wouldn't be endangered.

On the other hand, animals in zoos don't always live a long time. They seem to live a lot longer in the wild. But the chart that shows how long elephants live in the wild is only counting the elephants who live at all. It doesn't count the ones who die of starvation because there are no trees, or the ones who get shot by poachers. Tom French shows that's what happens to lots of elephants. You might worry about zoochosis, too. That's when animals get lonely and sad in zoos. But it sounds like the San Diego zoo takes good care of its elephants. And it's probably pretty lonely when you face a poacher who wants your tusks.

Overall, it seems like zoos are a good idea, as long as they take good care of the animals. They can rescue endangered animals, and they can breed them so they won't be so endangered. It would be even better if we could stop destroying their land. But since we're not endangered, that's probably not going to happen.

## TCRWP Nonfiction Reading and Opinion/Argument Writing Annotated Student Work Student A

### Annotations

Even though zoos aren't a perfect solution, we should support zoos because they help protect endangered animals.

**Comment [1]: Focus—Makes a Claim, Level 4:** Clearly states a provocative and nuanced claim that takes a position on the topic of zoos. (W.5.1.a)

Sometimes endangered animals are in trouble in the wild because there isn't enough to eat... So when elephants get moved to zoos, it might save their lives and it might help some other animals too... Another thing that zoos help with is breeding endangered animals... On the other hand, animals in zoos don't always live a long time...But it sounds like the San Diego zoo takes good care of its elephants.

**Comment [2]: Structure—Organizes Information, Level 4:** Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, which are strategically ordered in a way that strengthens the impact of the claim—in this case, the arguments for the claim are raised first and then a counterargument is considered and rejected at the end. (W.5.1.a & W.5.1.b)

Even though zoos aren't a perfect solution, we should support zoos because they help protect endangered animals. Sometimes animals are in trouble in the wild. They don't have enough to eat, or they are endangered.

Overall, it seems like zoos are a good idea, as long as they take good care of the animals. They can rescue endangered animals, and they can breed them so they won't be so endangered. It would be even better if we could stop destroying their land. But since we're not endangered, that's probably not going to happen.

**Comment [KF3]: : Structure—Introduction, Level 3:** Orients the reader with an introduction to the topic and to the claim. (W.5.1.a)

For example, Tom French, who won a Pulitzer Prize as a journalist, studied elephants in many zoos, and he wrote a book about them. It's called *Zoo Story*... One Fox News program showed how local zoos can help breed endangered animals and then set them back in the wild... You might worry about zoochosis, too.

**Comment [4]: Structure—Conclusion, Level 4:** Provides a compelling concluding statement or section that builds on the claim and the supports and engages the intended audience. (W.5.1.d)

For example... So... Another thing... On the other hand... But... Overall...

**Comment [5]: Elaboration—Provides Evidence, Level 4:** Cites specific sources to account for most pieces of evidence, in addition to clearly linking each piece of evidence to the reason it supports. (W.5.1.b)

**Elaboration—Supports Claim, Level 4:** The reasons, facts, and details are accurate and support the stated claim. They come from multiple sources. This writer does not include direct quotations, but he/she does include many well-chosen paraphrased facts from the texts. (W.5.1.b)

**Comment [6]: Craft—Transitions, Level 4:** Uses transitional words and phrases, including some that are more sophisticated, in this case ones that deal with compare and contrast, such as "on the other hand...but..." when the writer raises and rejects the counterargument. (W.5.1.c)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

**Summary:**

This student is a level 4 (above proficient) writer according to our rubric. He/she writes a clear introduction, including a provocative and nuanced claim that takes a position on the topic. The essay is organized into cohesive paragraphs that support the claim and that are strategically ordered to give the essay greater impact. A variety of transitions are used to make this structure flow well. The writer also provides evidence and shows how it supports the claim, drawing from three sources and citing the sources of information.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Focus—Makes a Claim</b> 4 Above Proficient	The writer clearly states a provocative and nuanced claim that takes a position on the topic of zoos.	The student has met and exceeded the CCSS.
<b>Structure—Organizes Information</b> 4 Above Proficient	The writer’s ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, which are strategically ordered in a way that strengthens the impact of the claim—in this case, the arguments for the claim are raised first and then a counterargument is considered and rejected at the end.	The student has met and exceeded the CCSS.
<b>Structure—Introduction</b> 3 Proficient	The writer orients the reader with an introduction to the topic and to the claim.	The student has met the CCSS.  The next step is to teach the student to engage the reader with a compelling introduction that introduces the topic as well as the claim.
<b>Structure—</b>	The writer provides a	The student has met and



**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

<p><b>Conclusion</b></p> <p>4 Above Proficient</p>	<p>compelling concluding statement or section that builds on the claim and the supports and engages the intended audience.</p>	<p>exceeded the CCSS.</p>
<p><b>Elaboration— Provides Evidence</b></p> <p>4 Above Proficient</p>	<p>The writer cites specific sources to account for most pieces of evidence, in addition to clearly linking each piece of evidence to the reason it supports.</p>	<p>The student has met and exceeded the CCSS.</p> <p>The next step is to teach the student to cite all pieces of evidence.</p>
<p><b>Elaboration— Supports Claim</b></p> <p>4 Above Proficient</p>	<p>The reasons, facts, and details are accurate and support the stated claim. They come from multiple sources. This writer does not include direct quotations, but he/she does include many well-chosen paraphrased facts from the texts.</p>	<p>The student has met and exceeded the CCSS.</p> <p>The next step is to teach the student to use direct quotations, where appropriate.</p>
<p><b>Craft— Transitions</b></p> <p>4 Above Proficient</p>	<p>Uses transitional words and phrases, including some that are more sophisticated, in this case ones that deal with compare and contrast, such as “on the other hand...but...” when the writer raises and rejects the counterargument</p>	<p>The student has met and exceeded the CCSS.</p> <p>The next step is to make sure the student knows how to use additional sophisticated transition words that deal with cause and effect, gradation, sequence, and similar ways to show relationships between information.</p>

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

**5<sup>th</sup> Grade Reading Summary Sample**

The Swazi Eleven says that elephants are endangered in the wild and are a danger to other animals. Tom French, an expert, researched elephants for six years. He found they kill the trees in South Africa so there isn't enough to eat. They are starving. The rhinos are also starving because there are too many elephants. It seems like poachers are a problem too.

Annotations

Tom French shows that in good zoos like the one in San Diego, there are clinics with experts who will care for the elephants. The article says "the animal clinic at the San Diego Zoo was better than any hospital in Swaziland." (from task 6, essay)

The Swazi Eleven says that elephants are endangered in the wild and are a danger to other animals... They are starving. The rhinos are also starving because there are too many elephants.

It seems like poachers are a problem too.

**Comment [KF7]: Citation, Level 4:** When encouraged to draw information and quotations from texts, the student provides an analysis of what the text says, embedding at least one direct quote into that analysis. (RI.5.1)

**Comment [KF8]: Understanding/Analysis, Level 3:** When referring to the text, the student demonstrates a grasp not only of the explicit meanings in the text but also of some that are implicit. (RI.5.1)

**Main Idea, Level 3:** When asked to recap the main ideas in a text, the reader states two or more main ideas from the text. (RI.5.2)

**Comment [KF9]: Support, Level 4:** When doing the above, the reader explains subtle as well as obvious connections between the main ideas and some related key details. (RI.5.2)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

**Summary:**

This student is a level 4 (above proficient) reader according to our rubric. He/she can name multiple main ideas and details in texts, grasps the explicit meanings of the texts and makes a few supported inferences, and provides a few key details that support the main ideas named. When using information from a text in an essay, he/she accurately embeds quotations to support analysis of a text.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Citation</b>  4 Above Proficient	When encouraged to draw information and quotations from texts, the student provides an analysis of what the text says, embedding at least one direct quote into that analysis.	The student has met and exceeded the CCSS.
<b>Understanding/Analysis</b>  3 Proficient	When referring to the text, the student demonstrates a grasp not only of the explicit meanings in the text but also of some that are implicit.	The student has met the CCSS.  The next step might be to teach the student to analyze implicit and explicit meanings in the text.
<b>Main Idea</b>  3 Proficient	When asked to recap the main ideas in a text, the reader states two or more main ideas from the text.	The student has met the CCSS.  The next step might be to teach the student to find overarching main ideas that are not explicitly stated in the text.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student A**

<p><b>Support</b></p> <p>4 Above Proficient</p>	<p>The reader explains subtle as well as obvious connections between the main ideas and some related key details.</p>	<p>The student has met and exceeded the CCSS.</p> <p>The next step might be to teach the student to indicate the relative value of these details as support, perhaps by pointing out which give the most important support.</p>
<p><b>Summarizing</b></p> <p>4 Above Proficient</p>	<p>The reader provides an accurate summary of the whole of the text, embellishing this with some well-chosen details.</p>	<p>The student has met and exceeded the CCSS.</p>

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

Scaled Score—Level 3 (Proficient) Writing, Level 3 (Proficient) Reading

5<sup>th</sup> Grade Writing Sample

People are wondering if animals are better off in the wild, or in zoos. Well I think animals should be in the wild!

I think animals should be in the wild because sometimes the animals aren't as free. In the article "Zoochosis" it said "Animals kept in cages were grabbing onto the bars and shaking them" also "If you could look into the animals eyes, you would have seen deep sadness!" This shows that animals are better off in the wild, because they aren't as free!

Another reason why animals are better off in the wild because of their life spans. For the African Elephants, in the wild they are 56 years, but in zoo's it's 17 years. For the Asian Elephants it's 42 years in the wild, and in the zoo's it's 19 years! This proves that animals are better off in the wild...

In conclusion this proves that animals live better in the wild than the zoo's!

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

Annotations

Well I think animals should be in the wild!

I think animals should be in the wild because sometimes the animals aren't as free...  
Another reason why animals are better off in the wild because of there life spans.

People are wondering if animals are better of in the wild or in zoo's. Well I think animals should be in the wild!

In conclusion this proves that animals live better in the wild

In the article "Zoochosis" it said "Animals kept in cages were grabbing onto the bars and shaking them" also "If you could look into the animals eyes you would have seen deep sadness!" This shows that animals are better if in the wild, because they aren't as free!

Another reason why... This proves that... In conclusion...

**Summary:**

This student is a level 3 (proficient) writer according to our rubric. He/she writes a clear introduction with a claim that takes a position on the topic. The essay is organized into cohesive paragraphs that support the claim, although they do not seem ordered in a way designed to make the argument stronger. The writer also provides evidence and shows how it supports the claim, drawing from two sources and citing the source of information. The writer uses several transition words and phrases to link parts of the essay and make it flow smoothly.

**Comment [KF1]: Focus—Makes a Claim, Level 3:** The writer clearly states a claim that takes a position on the topic of animals in the wild vs. zoos. (W.5.1.a)

**Comment [KF2]: Structure—Organizes Information, Level 3:** Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered, but there is no sense that the order was chosen strategically, and the order does not strengthen the impact of the claim. While arguably the information about life spans is more striking than about freedom, the writer does not angle the paragraphs in a way that suggests this is intended to be a stronger reason. (W.5.1.a & W.5.1.b)

**Comment [KF3]: Structure—Introduction, Level 3:** Orients the reader with an introduction to the topic and to the claim. (W.5.1.a)

**Comment [KF4]: Structure—Conclusion, Level 3:** Provides a concluding statement or section related to the claim. (W.5.1.d)

**Comment [KF5]: Elaboration—Provides Evidence, Level 4:** Cites specific sources to account for most pieces of evidence (Zoochosis is cited, although the chart about elephant lifespan is not cited), in addition to clearly linking each piece of evidence to the reason it supports. (W.5.1.b)

**Elaboration—Supports Claim, Level 4:** The reasons, facts, and details are accurate and support the stated claim. They come from multiple sources and include direct quotations. (W.5.1.b)

**Comment [KF6]: Craft—Transitions, Level 3:** Uses a variety of transitional phrases to link opinion and reasons, and reasons to supporting facts and details. (W.5.1.c)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Focus—Makes a Claim</b>  3 Proficient	The writer clearly states a claim that takes a position on the topic of animals in the wild vs. zoos.	The student has met the CCSS.  The next step is to teach the student to make a claim that is more nuanced.
<b>Structure—Organizes Information</b>  3 Proficient	Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered, but there is no sense that the order was chosen strategically, and the order does not strengthen the impact of the claim. While arguably the information about life spans is more striking than about freedom, the writer does not angle the paragraphs in a way that suggests this is intended to be a stronger reason.	The student has met the CCSS.  The next step might be to teach the student to strategically order paragraphs in a way that will strengthen the impact of the claim.
<b>Structure—Introduction</b>  3 Proficient	The writer orients the reader with an introduction to the topic and to the claim.	The student has met the CCSS.  The next step might be to teach the student to make the introduction compelling to the reader, rather than just giving an overview and stating the claim.
<b>Structure—Conclusion</b>	The writer provides a concluding statement or section related to the	The student has met the CCSS.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

3 Proficient	claim.	The next step might be to teach the student to make the conclusion compelling and to build on the claim rather than simply restating it.
<b>Elaboration— Provides Evidence</b>  4 Above Proficient	The writer cites specific sources to account for most pieces of evidence (Zoochosis is cited, although the chart about elephant lifespan is not cited), in addition to clearly linking each piece of evidence to the reason it supports.	The student has met and exceeded the CCSS.  The next step might be to teach the student to cite all pieces of evidence.
<b>Elaboration— Supports Claim</b>  4 Above Proficient	The reasons, facts, and details are accurate and support the stated claim. They come from multiple sources and include direct quotations.	The student has met and exceeded the CCSS.
<b>Craft— Transitions</b>  3 Proficient	The writer uses a variety of transitional phrases to link opinion and reasons, and reasons to supporting facts and details.	The student has met the CCSS.  The next step might be to teach the student to use sophisticated transition words that deal with cause and effect, gradation, sequence, and similar ways to show relationships between information.



TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B

5<sup>th</sup> Grade Reading Summary Sample

## Summary of "Swazi Eleven"

Mike and his dad was doing a really nice thing for the elephants. There taking them to the zoo where they can be more safe!

But then someone said, it's not a good Idea to bring them to the zoo. But Mike fought back saying that they were ruining the trees and the grass! So finally they agrued, that 4 elephants were going to Tampa in the Lowrey Park Zoo and 7 of them were going to headed san Diego! So that wally the 11 elephants are going to be pit into zoo's.

### Annotations

In the article "Zoochosis" it said "Animals kept in cages were grabbing onto the bars and shaking them" also "If you could look into the animals eyes you would have seen deep sadness!" This shows that animals are better if in the wild, because they aren't as free! (from task 6, essay)

Mike and his dad was doing a really nice thing for the elephants! There taking them to the zoo where they can be more safe! But Mike fought back saying that they were ruining the trees and the grass!

**Comment [KF7]: Citation, Level 4:** When encouraged to draw information and quotations from texts, the student provides an analysis of what the text says, embedding at least one direct quote into that analysis. In this case, the latter quote is slightly different from the text, but the problem seems to be that the student hasn't been taught how to abridge quotations using ellipses, rather than a reading comprehension problem. (RI.5.1)

**Comment [KF8]: Understanding/Analysis, Level 3:** When referring to the text, the student demonstrates a grasp not only of the explicit meanings in the text but also of some that are implicit. (RI.5.1)

**Main Idea, Level 3:** When asked to recap the main ideas in a text, the reader states two or more main ideas from the text. (RI.5.2)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

...saying that they were ruining the trees and the grass...4 elephants were going to Tampa in the Lowrey Park Zoo and 7 of them were going to headed San Diego! So that way the 11 elephants are going to be put in zoos!

**Comment [KF9]: Support, Level 3:** When doing the above, the reader explains how the main ideas of the text are supported by key details. (RI.5.2)

**Summary:**

This student is a level 3 (proficient) reader according to our rubric. He/she can name multiple main ideas and details in texts, grasps the explicit meanings of the texts and makes a few supported inferences, and provides a few key details that support the main ideas named. When using information from texts in a piece of writing, he/she embeds quotes in an analysis of the text.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Citation</b>  4 Above Proficient	When encouraged to draw information and quotations from texts, the student provides an analysis of what the text says, embedding at least one direct quote into that analysis. In this case, the latter quote is slightly different from the text, but the problem seems to be that the student hasn't been taught how to abridge quotations using ellipses, rather than a reading comprehension problem	The student has met and exceeded the CCSS.  The next step might be to teach the student the correct conventions for altering or abridging a quote, using ellipses to show words that were removed and brackets to show words that were changed. The correct quotation would be something like "If you could [look into their] eyes... you would have seen deep sadness."
<b>Understanding/Analysis</b>  3 Proficient	When referring to the text, the student demonstrates a grasp not only of the explicit meanings in the text but also of some that are implicit.	The student has met the CCSS.  The next step might be to teach the student to analyze implicit and explicit meanings in the text.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student B**

<p><b>Main Idea</b> 3 Proficient</p>	<p>When asked to recap the main ideas in a text, the reader states two or more main ideas from the text.</p>	<p>The student has met the CCSS.  The next step might be to teach the student to find overarching main ideas that are not explicitly stated in the text.</p>
<p><b>Support</b> 3 Proficient</p>	<p>The reader explains how the main ideas of the text are supported by key details.</p>	<p>The student has met the CCSS.  The next step might be to teach the reader to explain subtle as well as obvious connections between the main ideas and some related key details, and to teach the reader to indicate the relative value of these details as support</p>
<p><b>Summarizing</b> 4 Above Proficient</p>	<p>The reader provides an accurate summary of the whole of the text, embellishing this with some well-chosen details.</p>	<p>The student has met and exceeded the CCSS.</p>

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work**

Scaled Score—Level 2 (Intermediate) Writing, Level 2 (Intermediate)  
Reading

**5<sup>th</sup> Grade Writing Sample**

I think, in my own opinion, that zoos should stay, only if they have endangered animals in their. Not animals that are healthy.

I say that because there once was a whale, killer whale, named Junior. He was removed from his habitat in Iceland and placed in a tank in Niagara Falls. He died four years later. He DIED. Before any of this happened.

Also, sometimes when animals have this disease called zoochosis, which is what happened to Junior, they start to do strange things. Like continuously running around in circles, moving their head and neck around, and tearing holes in their own skin.

Can you imagine being so miserable that you want to inflict harm on yourself?

Please, don't do such things like this

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C**

Annotations

I think, In my own opinion, that zoo's should stay. Only if they have indangered animals in them. Not animals that are Healthy.

I say that because their once was a Whale, Killer whale, named Junior. He was removed from his Habitat in Iceland, and Placed in a tank in niagra falls. He died four years later. He DIED. Before any of this happend.

Please, don't do such things like this

Also, sometimes when animals have this disease called zoochosis, Which is what happened to Junior, they start to strange things. Like contiuously running around in circles, moving their head and neck around, and tearing holes in their own skin.

I say that because... Also...

**Comment [KF1]: Focus—Makes a Claim, Level 2:** The writer's claim is nuanced, but since endangered and healthy are not opposite categories, the claim as written is jumbled and unclear. (W.5.1.a)

**Structure—Introduction, Level 2:** States a claim without any other introduction. (W.5.1.a)

**Comment [KF2]: Structure—Organizes Information, Level 2:** Ideas, reasons, facts, and details are grouped into sections or paragraphs that feel mostly cohesive, but also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order. (W.5.1.a & W.5.1.b)

**Comment [KF3]: Structure—Conclusion, Level 2:** Provides a concluding statement or sentences that is not clearly related to the claim and may feel abrupt or insufficient. (W.5.1.d)

**Comment [KF4]: Elaboration—Provides Evidence, Level 1:** Includes some facts and details, but does not give reasons for their inclusion. (W.5.1.b)

**Elaboration—Supports Claim, Level 2:** The reasons, facts, and details mostly support an unstated claim that can be easily inferred. In this case, they support the claim that zoos are harmful to animals. (W.5.1.b)

**Comment [KF5]: Craft—Transitions, Level 3:** The writer uses some transitional phrases but they are lower level transitions. (W.5.1.c)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C**

**Summary:**

This student is a level 2 (intermediate) writer according to our rubric. He/she writes an introduction with a clear and nuanced claim that takes a position on the topic, but the claim is not clearly supported. The essay is organized into mostly cohesive paragraphs that relate to the claim. The writer provides evidence that supports part of the claim—the part about zoos being harmful—although the connection between the information and the claim is never made clear. The writer draws information from a source but does not cite it, and uses a couple simple transition words and phrases to link parts of the essay.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Focus—Makes a Claim</b>  2 Intermediate	The writer’s claim is nuanced, but since endangered and healthy are not opposite categories, the claim as written is jumbled and unclear.	The next step might be to teach the student that clarity matters, and writers get this through multiple drafts and by being critics of their rough draft work. Even a sentence-length claim can be rewritten many times. ‘How else could I say this?’ is a great question. The writer needs to think about what he/she is really trying to say about the topic and aim to communicate that idea.
<b>Structure—Organizes Information</b>  2 Intermediate	Ideas, reasons, facts, and details are grouped into sections or paragraphs that feel mostly cohesive, but also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.	The next step might be to teach the student to notice the topic in paragraphs when reading, almost writing subheadings for a paragraph or two. Then the student can reread his/her draft, seeing if one subheadings would work for a paragraph, deleting extraneous information. The student can become accustomed to planning a text with parallel categories—organized by time, kinds, etc.
<b>Structure—Introduction</b>  2 Intermediate	The writer states a claim without any other introduction	The next step might be to teach the student to orient the reader to the topic in the introduction before stating the claim. Studying mentor texts could help, or trying this orally with a partner.
<b>Structure—Conclusion</b>  2 Intermediate	The writer provides a concluding statement or sentences that is not clearly related to the claim and feels abrupt or	The next step might be to teach the student to relate the conclusion to the claim of the essay. Studying mentor texts might help, and learning kinds of conclusions.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C**

	insufficient.	
<b>Elaboration— Provides Evidence</b>  1 Novice	The writer includes some facts and details, but does not give reasons for their inclusion	The next step might be to teach the student to connect facts and details to the reasons they support. Students can reread their writing and add parts that do this.
<b>Elaboration— Supports Claim</b>  2 Intermediate	The reasons, facts, and details mostly support an unstated claim that can be easily inferred. In this case, they support the claim that zoos are harmful to animals.	The next step is to teach the student to have all reasons, facts, and details relate to the stated claim.
<b>Craft— Transitions</b>  2 Intermediate	The writer uses some transitional phrases but they are lower level transitions.	The next step is to teach the student to use a variety of transitional words and phrases that are high level, and to use them to link reasons to support within a section as well as to link between sections.

TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C

5<sup>th</sup> Grade Reading Summary Sample

The Swazi Eleven

That the place the elephants  
were going to which by the way  
is to the animal clinic in the San  
Diego zoos. better than any hospital  
in Swaziland.



airplane  
the animals  
were restless  
hungry  
but better  
off where they  
they were  
heading.

Zoos offered to pay \$12000 for  
each elephant.



**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C**

Annotations

I say that because their once was a Whale, Killer whale, named Junior. He was removed from his Habitat in Iceland, and Placed in a tank in niagra falls. He died four years later... Can you imagine being so miserable that you want to inflict harm on yourself? (from task 6, essay)

the animals were restless hungry but better off where they they were heading.

That the Place the elephants were going to which by the way is to the animal clinic in the San Diego Zoos. better than any hospital in Swaziland.

**Comment [KF6]: Citation, Level 2:** When encouraged to draw information and quotations from texts, the writer refers to details by paraphrasing from the text. The author also draws exact quotes, though these are not correctly formatted or attributed to the source. (RI.5.1)

**Comment [KF7]: Understanding/Analysis, Level 2:** When referring to the text, the student demonstrates an understanding of only the parts of the text that are written about explicitly. The student shows an ability to grasp and retell those parts. (RI.5.1)

**Main Idea, Level 2:** When asked to recap the main ideas in a text, the reader states just one main idea from the text. (RI.5.2)

**Comment [KF8]: Support, Level 1:** When doing the above, the reader restates information from the text without explaining its connection to a main idea or ideas. (RI.5.2)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student C**

**Summary:**

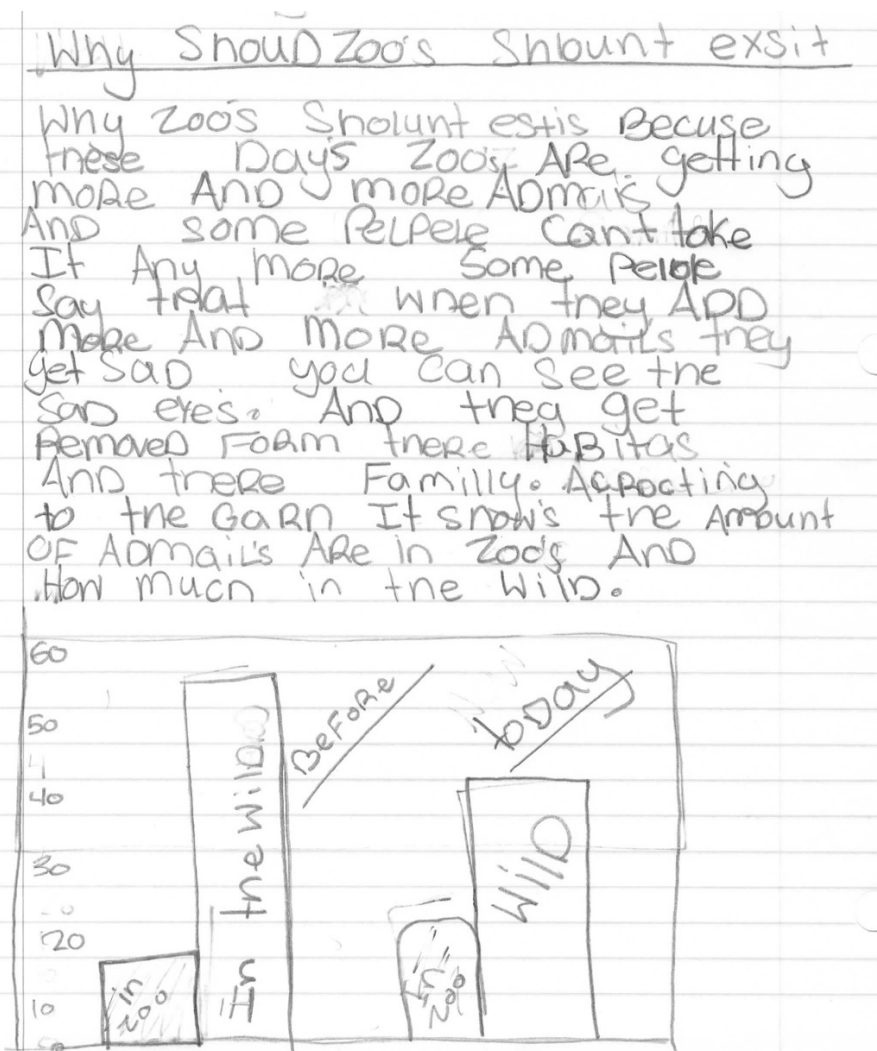
This student is a level 2 (intermediate) reader according to our rubric. He/she can name a main idea, grasps some of the explicit meanings of the text, and provides a few key details, though these details are not connected to the main idea named. The resulting summary feels like a loose collection of information that is not yet synthesized.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Citation</b>  2 Intermediate	When encouraged to draw information and quotations from texts, the writer refers to details by paraphrasing from the text. The author also draws exact quotes, though these are not correctly formatted or attributed to the source.	The next step is to teach the student how to format quotes from the text, using quotation marks and attributing the words to their source.
<b>Understanding/Analysis</b>  2 Intermediate	When referring to the text, the student demonstrates an understanding of only the parts of the text that are written about explicitly. The student shows an ability to grasp and retell those parts.	The next step is to teach the student to infer the implicit meanings in the text in addition to noticing the explicit ones.
<b>Main Idea</b>  2 Intermediate	When asked to recap the main ideas in a text, the reader states just one main idea from the text.	The next step is to teach the student to find two or more main ideas in a text.
<b>Support</b>  1 Novice	The reader restates information from the text without explaining its connection to a main idea(s).	The next step is to teach the student to explain how the key details give support to the main idea(s) stated.
<b>Summarizing</b>  1 Novice	The reader recounts parts of the text but fails to synthesize into a summary.	The next step is to teach the student to put together information in a way that creates a summary of the whole text.

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

Scaled Score—Level 1 (Novice) Writing, Level 1 (Novice) Reading

5<sup>th</sup> Grade Writing Sample



**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

Annotations

Why zoo's sholunt estis Because...

...these Days zoos are getting more And more ADmals And some Pelpele cant take It Any more Some Pelole say that when they ADD more And more ADmailS they get Sad.

And How much in the Wild.

AND they get Removed Form there HaBitas ANd there Family.

**Comment [KF1]: Focus—Makes a Claim, Level 3:** The writer clearly states a claim that takes a position on the topic of zoos. (W.5.1.a)

**Structure—Introduction, Level 1:** Launches directly into supporting information without any introduction. (W.5.1.a)

**Comment [KF2]: Structure—Organizes Information, Level 1:** Includes ideas, reasons, facts, and/or details, but these appear to be in no particular order. (W.5.1.a & W.5.1.b)

**Comment [KF3]: Structure—Conclusion, Level 1:** Ends the essay seemingly in the middle of a section, with no sense of closure. (W.5.1.d)

**Comment [KF4]: Elaboration—Provides Evidence, Level 1:** Includes some facts and details, but does not give reasons for their inclusion. (W.5.1.b)

**Supports Claim, Level 2:** The reasons, facts, and details mostly support the stated claim, though they include some misinformation. At least some of them come from relevant sources. (W.5.1.b)

**Craft—Transitions, Level 1:** Does not use transitional phrases to link opinion and reasons. (W.5.1.c)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

**Summary:**

This student is a level 1 (novice) writer according to our rubric. He/she states a claim that takes a clear position on the topic, but the claim is not clearly supported. The essay includes facts and details that support the stated claim but that are not arranged in any particular order and do not include an introduction or a conclusion. The evidence given includes misinformation, especially in the graph included. Transition words and phrases are not used.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Focus—Makes a Claim</b>  3 Proficient	The writer clearly states a claim that takes a position on the topic of zoos.	The student has met the CCSS.  The next step might be to teach the student the conventions required to make the claim easily comprehensible to all readers, and to put the claim in a sentence of its own rather than immediately launching into the evidence. This writer could be encouraged to take time with each part of an essay.
<b>Structure—Organizes Information</b>  1 Novice	The writer includes ideas, reasons, facts, and/or details, but these appear to be in no particular order.	The next step might be to teach the student to organize ideas into sections or paragraphs and to put these in a logical order. The student might profit by learning about possible sequences and seeing these in texts he or she reads (temporal, kinds, general-to-specific, similarities then differences.)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

<p><b>Structure— Introduction</b></p> <p>1 Novice</p>	<p>The writer launches directly into supporting information without any introduction.</p>	<p>The next step is to teach the student to include an introduction, in order to orient the reader to the topic.</p>
<p><b>Structure— Conclusion</b></p> <p>1 Novice</p>	<p>The writer ends the essay seemingly in the middle of a section, with no sense of closure.</p>	<p>The next step is to teach the student to include a concluding statement or section that relates to the claim.</p>
<p><b>Elaboration— Provides Evidence</b></p> <p>1 Novice</p>	<p>The writer includes some facts and details, but does not give reasons for their inclusion.</p>	<p>The next step is to teach the student to connect facts and details to the reasons they support.</p>
<p><b>Elaboration— Supports Claim</b></p> <p>2 Intermediate</p>	<p>The reasons, facts, and details mostly support the stated claim, though they include some misinformation. At least some of them come from relevant sources.</p>	<p>The next step is to teach the student to have all reasons, facts, and details relate to the stated claim.</p>
<p><b>Craft— Transitions</b></p> <p>1 Novice</p>	<p>The writer does not use transitional phrases to link opinion and reasons.</p>	<p>The next step is to teach the student to use transition words and phrases to link opinion and reasons.</p>

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

5<sup>th</sup> Grade Reading Summary Sample

the Swazi Eleven  
The story was mostly About  
mick And About the Zoo About  
saveing elephants And About saveing  
them I thik that's InPornt  
that's what I thik Is Really InPornt  
And micking With Her Family  
Its Really InPornt to Charter  
like wishing Not to Be A Zoo  
sometimes Appais Feel Bad.

Annotations

Some Pelole say that When they ADD more And more ADmailLs they get Sad you can see the SaD eyes. (from task 6, essay)

the story Was mostly About mick AnD About the zoo About saveing elephants AnD About Saveing them I thik that's inporRnt that's What I thik Is Really InPornt AnD micking With Her Family

**Comment [KF5]: Citation, Level 2:**

When encouraged to draw information and quotations from texts, refers to details by paraphrasing from the text, although the chart referred to from the text is inaccurate. (RI.5.1)

**Comment [KF6]: Understanding/Analysis, Level 1:**

When referring to text, the student seems to grasp only the very explicit, obvious, straightforward, concrete sections of the text, and sometimes those seem to escape his or her comprehension. (RI.5.1)

**Main Idea, Level 2:** When asked to recap the main ideas in a text, the reader states one main idea, and this idea is somewhat unclear. (RI.5.2)

**Support, Level 1:** When doing the above, the reader does not restate information from the text. (RI.5.2)

**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

**Summary:**

This student is a level 1 (novice) reader according to our rubric. He/she can name a main idea, though it is a bit unclear and sounds more like naming main topics. The reader grasps some of the explicit meanings of the text but does not provide any details in the summary. More details from the text are provided in the essay, though some of these are inaccurate. The reader’s summary feels only loosely connected to the text.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps To meet the CCSS the student needs to:</b>
<b>Citation</b>  2 Intermediate	When encouraged to draw information and quotations from texts, refers to details by paraphrasing from the text, although the chart referred to from the text is inaccurate.	The next step might be to teach the student how to quote from the text and to go back to check that information included from the text is accurate. The writer could learn to start and end with the quote and to embed the attribution. Studying published examples could help.
<b>Understanding/Analysis</b>  1 Novice	When referring to text, the student seems to grasp only the very explicit, obvious, straightforward, concrete sections of the text, and sometimes those seem to escape his or her comprehension.	The next step might be to teach the student to infer the implicit meanings in the text in addition to noticing the explicit ones. Asking the student to reread, searching for this, can help, and teaching provisional thinking “Could it be...Or...”



**TCRWP Nonfiction Reading and Opinion/Argument Writing  
Annotated Student Work  
Student D**

<p><b>Main Idea</b> 2 Intermediate</p>	<p>When asked to recap the main ideas in a text, the reader states one main idea, and this idea is somewhat unclear.</p>	<p>The next step might be to teach the student to find two or more main ideas in a text. Sometimes one main idea revolves around the topic (the process of arriving via Ellis Island) and another around the quality or conditions (it was risky at every step).</p>
<p><b>Support</b> 1 Novice</p>	<p>The reader does not restate information from the text.</p>	<p>The next step might be to teach the student to restate details from the text that support the main idea, and to explain how these details connect to the main idea. Readers can do this work with partners, orally.</p>
<p><b>Summarizing</b> 1 Novice</p>	<p>The summary only loosely relates to the text.</p>	<p>The next step probably involves coaching the reader to preview a text, thinking, 'What might this be about?' and to pause after reading just a bit to name the who and what of the text. Readers could do this also when listening to read alouds, for added support.</p>



# GRADE 5 LITERACY: TCRWP NONFICTION READING AND OPINION/ARGUMENT WRITING INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Please see the TCRWP Curricular calendars for full details on how this unit could be integrated into the TCRWP curriculum.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Reading-Research Projects

### INTRODUCTION:

This unit is a reading unit, taught in alignment with an argument/opinion writing unit. Together, the two units allow you to help your students develop parallel skills in both nonfiction reading and argument-writing, based on their skills in extracting evidence from multiple sources in their nonfiction reading. This particular write-up supports the reading portion of this work, and assumes that students have been instructed in the reading and extraction of information from nonfiction text during previous years (see Reading and Writing Project’s Curricular Plans, available online through Heinemann).

In a previous reading unit, you have presumably taught students to note the structure of the nonfiction texts they are reading (are these narratives or expository texts?) and to position themselves to read those texts accordingly, using what they know about text structure in order to position themselves to summarize what the texts say in ways that echo the structure of the texts they read. That is, students have begun to learn to read expository texts, glean the main ideas and key details, and to read narrative nonfiction, using story structure to help them rise above the barrage of details in order to understand the main drift of those nonfiction narratives. During that previous unit, each text that students read was a self-contained text. This unit builds on that work. It provides students with practice using their skills at reading expository and narrative nonfiction in order to discern the main idea and the key details of these texts, but this time, the texts that students read are clustered into text sets, and students are encouraged to almost compose their own text (or outline) as they glean information from more than one text, synthesizing the related information from those different but related texts. Of course, researchers do not just combine texts. Researchers also note instances when different texts provide contradictory information and sort through the reasons for the different perspectives on a topic. They compare and contrast texts. Researchers ask, “What might explain why these different authors see this subject differently?” and they note the warrant behind those different views. The Common Core State Standards emphasize students’ abilities to not only restate the information a text teaches, but to also analyze the author’s claims, and the validity of the argument presented, as does Norman Webb’s Depth of Knowledge levels. To do this analytical work, students need to evaluate texts rather than simply summarize them. It’s exciting intellectual work.

It’s also important that students learn to do rapid, on-the-run research and synthesizing. Although there is still a place for students to spend weeks finding, sifting through and synthesizing resources on a topic in order to develop expertise and to teach others about that topic, in today’s world, it is becoming even more important for students to do research quickly. The good news is that all it takes to look up the latest genome project or to find the number of polar animals displaced by the melting of ice caps is the click of a button; the world is coming to think of the Internet as an eight billion page encyclopedia. Even fast research requires certain literacy muscles: the ability to pick the key words to search, the ability to weigh the trustworthiness of different sources of information, the ability to make up one’s own mind about aspects of a topic and to take a stance on that topic, making sure that stance is accountable to the research.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Reading-Research Projects

This unit is based on *Navigating Nonfiction* by Calkins and Tolan, which is part of the Units of Study in Teaching Reading series, and on the Reading and Writing Project's 2011-12 Curricular Plans for fifth grade. Separate year-long curricular plans support a CCSS-aligned year-long reading curriculum and a year-long writing curriculum. This particular unit will take students through three progressive bends-in-the-road. In Bend One, you'll use a whole-class research project to show students how to read across texts within a text set on a topic. This demonstration research project will weave through the time you set aside for read-aloud and through your whole-class mini-lessons and will scaffold students' work on their own studies. Students, meanwhile, will work collaboratively in small groups to pursue their own mini-research projects. As you choose the topic and the texts with which you will model, you may decide to work with an accessible topic and texts, and to share (and eventually hand over) your research project with some of the members of your class who especially struggle. This will allow those readers to do a bit of research that stands on the shoulders of the whole class work. You'll see that some of the texts on penguins used as a model in *Navigating Nonfiction* are accessible, and that this whole-class topic also becomes the subject that the struggling readers study. You may, alternatively, decide to use read aloud and your modeling to give all students access to especially complex text and text-work. Whatever you decide, the first portion of the unit is a time for you to teach students to become experts on a subject by reading across texts and integrating information learned from a variety of related texts. During this portion of the unit, you will teach students skills for acquiring and applying domain specific vocabulary, for gleaning main idea and key details, and for gathering and integrating information from multiple sources. These skills are emphasized in the Common Core State Standards.

Then in Bend Two, you'll work on enhancing your students' critical analytical skills, showing them how to compare authors' claims, noting the way two texts on a topic may give conflicting information, or may differ in emphasis and tone. You'll teach readers to think, 'What does this author want me to think and feel about this topic?' and to note the choices that different authors have made. You'll help them weigh the validity of the different perspectives they encounter on a topic, and to think about *how* authors convey information.

All of this will lead readers, in the third and final portion of this unit, to each develop their own stance on a topic, making sure that stance is accountable to the evidence. Students can learn to make an argument, using the knowledge gleaned from informational reading to do so. You'll also teach students to design their own informed opinions. The unit will end by helping students apply their new-found knowledge in order to write information texts for their peers and communities. Again, these are skills that show up in the Common Core State Standards.

### 5<sup>th</sup> Grade Reading: Nonfiction Research Projects

#### UNIT TOPIC AND LENGTH:

- This Nonfiction Reading Projects unit lasts a month and is taught alongside a unit in Research-Based Argument Writing.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Reading-Research Projects

### COMMON CORE CONTENT STANDARDS:

#### Primary Standards:

- **RI.5.2** Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.6** Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10** By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **W.5.1** Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information (This standard is actually addressed in the writing unit aligned to this).

#### Secondary Standards:

- **RI.5.8** Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.1** Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.8** Students will 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 (This standard is actually addressed more in the writing unit aligned to this one).

### ESSENTIAL QUESTIONS:

- How can I read across a set of related texts on a topic of interest to me, integrating and analyzing information learned so that I can develop my own informed opinion on my research topic, and share that opinion with others in ways that are persuasive?

### GUIDING QUESTIONS:

- How can I help students draw on their repertoire of nonfiction reading strategies in order to read-to-learn not just single texts but across a collection of related texts, integrating and learning information and terminology from all those texts so as to begin to develop expertise on the research topic?
- How can I help students see that different texts on a topic advance different perspectives, and to do the critical reading work necessary to examine how and why an author angles a piece of writing to evoke a particular reaction from readers? How can I help them compare and contrast not only texts but also perspectives, positions,

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Reading-Research Projects

biases behind texts in order to eventually form their own informed opinion?

- How can I help readers develop their own informed opinion on a topic and to talk (and perhaps write) about that opinion in ways that are accountable to the evidence and persuasive to others?

### **CONTENT/SKILLS :**

This unit addresses several reading skills, including accurately summarizing nonfiction texts, integrating information from multiple texts, analyzing authors' claims, critiquing text validity, and investigating nonfiction research topics. Below, we include a breakdown of the novice, intermediate, proficient (meets standards), and above proficient levels for two of these skills, but teachers will of course want to keep all of this unit's skills in mind when planning instruction and examining student work.

### **SKILL: SUMMARIZING A NONFICTION TEXT TO DETERMINE MAIN IDEAS AND SUPPORTING INFORMATION**

#### **WHEN ASKED TO SUMMARIZE THE TEXT'S MAIN IDEAS AND SUPPORTING INFORMATION...**

Novice:

- The reader retells or copies information from the text without synthesizing it into a summary. That is, the reader produces “information in the raw.”
- Alternatively, the reader may state a generalization or name a sub-topic that can be found in only a small section of the text or is hardly mentioned in the text (but may be part of the reader's prior knowledge). In this instance, the reader will appear to have dropped whole parts of the text. Sometimes this seems to occur because the reader overly relies upon the title and the subheadings, appearing to perhaps have not read the actual text.
- Alternatively, the reader correctly names the general topic or a broad and obvious idea in the text without supporting it with specific details, facts, quotes or examples.
- In instances when the reader does offer up both a generalization and a supporting specific, the supporting specific may be interpreted incorrectly or may not actually be illustrative of the generalization.

Intermediate:

- The reader identifies one or more ideas that are important in the text. The ideas named may still be subordinate to other, more central points in the text, but readers do gesture towards prioritizing.
- The reader is likely summarizing in a way that incorporates large chunks of the text, but may still neglect or appear to not have considered some of the text. These dropped sections are likely to be less significant than sections that were dropped at the prior level.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Reading-Research Projects

- The reader offers one or perhaps two specific supporting details from the text. These are mostly quoted or paraphrased accurately.
- The reader’s summary includes most of the concrete and straightforward parts of the text, though subtle details and implications may escape him or her. It is these more subtle parts that are most likely to be retold inaccurately or to be included without clear connection to the stated main idea.

### Proficient:

- The reader identifies two or more main ideas that together cover most of the information in the text. That is, the reader’s main ideas are like a tent, and most of the text fits under that tent. No large, significant parts of the text are left out.
- In establishing main ideas, the reader seems to have taken into account information from text boxes, graphs, etc., when they exist, referring to these as well as to the paragraphs of content.
- The reader uses multiple pieces of information, accurately quoted or paraphrased, as examples to show that the main ideas given are in fact the primary focus of the text. The reader not only cites the information, but also “unpacks” it to explain how it supports the reader’s claim about the text’s main ideas.
- The reader’s summary may feel sparse or may contain some extraneous details, but there is a sense that the student has grasped most or all of the explicit ideas important to the text, and also some of the implicit ideas.

### Above Proficient

- The reader identifies main/central ideas that account for all of the important information in the text. The main/central ideas given are probably not ones directly stated in the text, but are instead ones inferred by the reader after interpreting and synthesizing the text.
- In establishing main/central ideas, the reader seems to have taken into account information from text boxes, graphs, etc., as well as the paragraphs of content, and has analyzed the implicit and explicit meanings in that information.
- The reader accurately cites and quotes multiple pieces of information and explains subtle as well as obvious connections between these details and the main idea.
- The reader may indicate the value of specific pieces of information used as support, noting what makes them reliable or compelling.
- The reader’s summary is somewhat artfully composed, covers multiple explicit and implicit ideas important to the text, and is embellished with well-chosen details.

### **SKILL: INTEGRATING INFORMATION FROM MULTIPLE TEXTS**

### Novice:

- When the student is presented with two texts on the same topic, and when nudged to do so, he or she can talk about at least one similarity and difference in the details of the texts. The student may also compare the main concepts from the two texts, but only if these are very explicitly laid out (perhaps through titles, subheadings, or a topic sentence).

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- When talking or writing about a topic, the student can list facts about the topic that come that come from two texts. However, there is not yet a sense that the student is using information from one text to bring more nuances to his or her understanding of information from the other text. Rather, the student seems to add all the facts to an unsorted pile of information about the topic, without drawing connections between or ranking the importance of the different pieces of information.
- When doing the above, the student gives facts from first one text and then the other, without mixing them, or else the student mixes together facts from the two texts in no apparent order.

### Intermediate

- When the student is presented with two texts on the same topic, he or she can draw details from each text and talk about whether they are the same or different. With prompting, he or she can also extract at least the broader main concepts from the two texts and compare those. The student can sometimes do this even when the main concepts are not explicitly named in titles, subheadings, or a topic sentence, as long as the concepts are fairly clear and obvious in the text.
- When talking or writing about a topic, the student can take information from two texts and begin to fit that information together, attempting some theories about how information connects (e.g. “this book says birds fly south in the winter, and this book says birds eat insects, so maybe there are more insects in the south in the winter.”) These theories may not yet be correct or polished, but they gesture towards this skill.
- When doing the above, the student groups information from the two texts into mostly logical categories, probably organizing the information loosely around subtopics.

### Proficient

- When the student is presented with several texts on the same topic, he or she can find similarities and differences in both the main concepts and details of the text. Some of these similarities and differences likely feel insightful and/or significant.
- When talking or writing about a topic, the student can take information from several texts and begin to fit that information together, building some theories about how information connects.
- When doing the above, the student groups information from the texts into logical categories (probably organized around subtopics rather than ideas). Information from different sources is integrated within these categories, so that a fact from text A may be built on with a related fact from text B and then a fact from text C, all within the same category. However, this organization may not yet be consistent.

### Above Proficient

- When the student is presented with several texts on the same topic, he or she can find similarities and differences in the content of the texts. When nudged to do so, he or she can also find similarities/differences in the presentation of the content (e.g. focus, use of text features, tone, point of view), though these observations may be vague



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and/or not feel particularly important.

- Regarding the content, the student can compare and contrast some of the implicit, as well as explicit content, including addressing different ideas or perspectives conveyed in the texts.
- When talking or writing about a topic, the student can take information from at least two texts that are quite different (e.g. different genres) and begin to fit that information together, building theories about how information connects.
- When doing the above, the student groups the information from the text into logical categories. These categories may reflect some attentiveness also to idea-based groupings of information, not just to subtopics.

### **VOCABULARY :**

#### Terms related to the unit

compare and contrast, analyze, claim, argument, on-the-run-research, point of view, stance, perspective

#### Terms related to the specific studies

You'll select a topic for your whole-class research, and will teach terminology linked to that topic. Clusters of students will work with text sets of information around other topics, and each topic will yield its own list of vocabulary.

### **ASSESSMENT EVIDENCE AND ACTIVITIES:**

*In a unit of study, you will likely teach toward more standards than those that are the main focus of your culminating performance assessment. In this unit, for example, you are certainly supporting R.I. Standards #6, #8, #9, and #10, as well as Standard #1 (Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.) and #2 (Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.). In this map, we provide you with an assessment tool that can reveal students' progress at least in relation to CCSS #1, #2, and #10. You will see that under the skill section of this map, we included rubrics that can help you track student progress in both these dimensions. Here, we have provided support to help you analyze the student work with an eye towards measuring students' progress only towards CCSS #1, #2, and #10. We focused on these standards given NYC's focus standards for the 2011-12 school year. We did not equally work with related standards that you may choose to more explicitly address in this unit. We do, however, encourage you to keep CCSS #6, #8, and #9 in mind throughout this unit, or to select your own priorities.*

*We also want to emphasize that the purpose of a rubric is not only to weigh and measure each of your learners and to calibrate their relative gains. The rubrics are important above all because they allow you to see what a student has done well, noting especially new progress, and to give that student crystal-clear feedback. The rubrics also allow you to explicitly name what a student might do next (or what your class of students might aim to do next) in order to make tangible*

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*progress. The rubrics, then, inform your mini-lessons, mid-workshop teaching points, teaching shares, small group work, one-to-one conferences and your record keeping systems. All of this is true whether or not you exactly score a student's work and add up your numbers. Assessment should feel like breathing--it is what the thinking teacher does all the time. And you will be informally assessing a whole handful of skill trajectories, even while more formally tracking progress along one or two selected measures.*

### **INITIAL ASSESSMENT :**

#### Running Records with Nonfiction Texts

The two summative assessments from the preceding units (from the TCRWP curricular plans) can double as pre-assessments for this unit, allowing you to tailor the upcoming unit to meet your students' needs.

First, you will want to conduct running records sometime during the Unit 3 or the first week of Unit 4 so as to see whether you can move readers towards more complex texts. You can assess readers' work with fiction texts and use those levels also in nonfiction texts (although you may find a fair proportion of your class needs to be moved down a notch when reading nonfiction) or you can conduct nonfiction reading assessments relying upon the Fountas and Pinnell tool, the DRA or QRI tool, or you can simply assess readers while they work with any leveled nonfiction text. Be sure to give a short text introduction, and to observe whether the reader not only reads with 96% accuracy but also can retell the text and answer simple inferential questions about the passage. If you are unsure of whether you can move readers towards a slightly harder text, you can always try putting the reader in transitional baggies that include texts from two levels and watch to see if the reader can handle both levels. During the upcoming unit, when the reader is just starting to read about a topic, the reader will profit from reading easier books when starting to learn about a topic but once the reader has some background knowledge, he or she may be able to progress to the slightly harder texts. When moving readers to slightly harder texts, remember that it supports a reader to read in same-book partnerships.

To be at standard level at this time in the year, students should be reading Level S/T texts. Of course, the important thing is for every reader to be accurately matched to accessible texts.

#### Prompts, Embedded into a Text That Can be Read Aloud or Read Silently, to Assess Nonfiction Reading

You will also want to conduct formative assessments. Many teachers adapt an assessment they conducted earlier, during the character unit. To devise this assessment, select an expository nonfiction text that you will read aloud to your students. (The running record assessment has already gauged the level of text-difficulty that your students can handle; this assessment instead ascertains students' abilities to glean the main ideas and supportive details from a text, using the text structure to help them organize this.)

Read the text yourself and note natural stopping places, where you as a reader are apt to pause

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and cumulate all you have read. At those places, insert prompts which you can say aloud that will channel all your students to do a bit of written work. For example, at the end of the first natural division in the text, pause and say, “What I do after I’ve read a bunch is I pause and think, ‘what has this text said so far?’ Right now, record what the text has said so far, capturing the main ideas and the key supporting details.” You can ask a similar question later in the text and can also at one point ask, “How does this part fit with earlier sections of this text?”

Once students have done these stop-and-jots, ask them to write their names on all they’ve written, then collect these and use the second skill box on the rubric that you’ll be using at the end of this unit in order to gauge where your students are in this work. This should give you an initial sense of which students will need extra attention during the weeks ahead.

Many teachers also decide to administer the final performance task twice, once as a pre-assessment and once as a post-assessment. This allows you to gauge student progress, although of course the fact that students will see the assessment twice could worry you. Be sure you and your grade-level colleagues all agree upon a shared plan, and if the assessment bookends your unit, do not discuss it with students until the end of the unit. Also, don’t be discouraged if many of them don’t do well—this pre-assessment spotlights the need for the unit!

### **FORMATIVE ASSESSMENT: (CONFERENCE NOTES AND SMALL GROUP, POST-ITS, WRITER’S NOTEBOOKS, ETC.)**

Throughout the unit, you’ll want to look at your students’ Post-its because they will serve as a great assessment for you as you tailor your instruction to your class’s specific needs. If you notice that they are copying down fact after fact, word for word, you’ll probably want to spend more time teaching into the strategies in the unit on determining importance and taking notes. If some of your children are having trouble using the domain language of the topic they are studying, you will probably want to work with them on using their word banks in conversations as well as revising some of their jottings to incorporate the technical vocabulary. Essentially, you’ll want to move beyond looking at whether or not children are jotting as they read and study the level of sophistication of their notes. Also, see how your students use their Post-its and jottings when they get ready to talk to their research groups. If students are bringing Post-its to conversations that lead to dead ends, you may use “mentor post-its,” or sophisticated Post-its crafted by you or other students, to show how some jotting can lead to rich discussions.

### **FINAL PERFORMANCE TASK:**

At the end of the unit, you will administer the performance assessment a second time. This assessment will be an on-demand – that is, it aims to assess kids’ ability to independently read informational texts and construct a written argument that incorporates multiple sources of information. The assessment will probably take 3 class periods, though we recommend that it be two days – one hour on day one for reading/research and writing an essay plan. The second day will include a period for reading/research and a period for writing. *Please see task instructions for full details.*

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### LEARNING PLAN & ACTIVITIES :

During this unit, students will read widely across a topic, learning from a collection of related texts, synthesizing information, exploring multiple perspectives and arguments and eventually taking their own stance on the topic. They will read to become experts, drawing both on a growing repertoire of nonfiction reading skills, on domain-specific language, and on their understanding of how writers structure essays to advance a claim. Below is a series of teaching points that could be used during whole class mini-lessons, mid-workshop teaching points, teaching shares and could also support some small group instruction. Teachers will alter this list, especially by adding to it in order to respond to students' needs, making sure to avoid extending the unit beyond the month. Attached to this map is a full write-up of the unit.

**Guiding Questions / Bend One:** How can I help students draw on their repertoire of nonfiction reading strategies in order to read-to-learn not just single texts but across a collection of related texts, integrating and learning information and terminology from all those texts so as to begin to develop expertise on the research topic?

- Readers, right now, you can choose topics that will become your areas of expertise. To embark on a learning project, you gather and preview a collection of texts, mapping out the lay of the land between those texts much as we mapped out the lay of the land within a text. This then can help you plan your learning journey.
- Readers, today I want to teach you that when you are reading—whether it is about penguins or hurricanes, insects or castles, or anything else—you can dig because you've been forced to do so, or you can dig because you're digging for treasure! Someone watching nearby might not be able to decipher the difference, but there's a world of difference between the two. So, readers, dig for treasure. Read for treasure.
- Readers, today I want to give you a tip to help you go from good to great in your reading and research. When you become an expert on a topic, it is important to begin using the technical vocabulary of that subject. Even if you're really just beginning to learn about a subject, you can accelerate your learning curve by 'talking the talk'.
- We don't do research just to become fact-combers, collecting facts like a beach-comber might collect pretty shells. We cup our hands around one bit of the world—and for our class as a whole and for one of your groups, that bit has been penguins—because we want to become wiser about the world. Specifically, today I want to teach you that researchers need not only to collect, but researchers also need to think.
- Today I want to teach you that there is rarely just one side to something. Most topics we study will have pros and cons—ways that something is good and also ways that the same thing can be bad. As we read, we keep a lookout for what the most convincing pro and con arguments within our topic are.

**Guiding Questions / Bend Two:** How can I help students see that different texts on a topic advance different perspectives, and to do the critical reading work necessary to examine how and why an author angles a piece of writing to evoke a particular reaction from readers? How can I help them compare and contrast not only texts but also perspectives, positions, biases behind

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texts in order to eventually form their own informed opinion?

- Readers, today I want to teach you that researchers don't just take in knowledge. We also construct mental models that represent our ideas about a topic. And the mental models that we construct influence what information we notice, what we decide to record, and what we think as we read our nonfiction texts. Since we are building mental models, things become significant to us that we wouldn't ordinarily even notice.
- Today I want to teach you that every writer's version of the truth is colored by his or her own understanding or experience or access to information or motivation. Just like every artist in a still-life class can't possibly be sitting in exactly the same spot, seeing the same angles, the same shadows, so too, every author writing about the Civil War won't report from the same stance.
- Today I want to teach you that one way researchers notice the angle an author takes on a subject is by thinking as we read, "What is it this author is hoping I will feel about this subject?" and then listing the evidence in the text that supports our thinking.
- Today I want to teach you that as we identify what authors make us *feel* about a subject, we also investigate *how* the author caused those feelings to get stirred up. Readers pay close attention, for example, to the images, the stories, and the choice of information which authors include, and how those stir up emotional responses in us as readers.
- Readers, today I want to teach you that as researchers read across a topic, sometimes we notice that the information we're learning from one author conflicts with the information we're learning from another author – and this pushes us to think about which source we trust more.
- Today I want to teach you that as we are deciding which sources to trust, it is important to consider what we know about each author's expertise and personal motivation. As we examine sources, we ask ourselves, "What makes this author an expert?" and "Does this author have a personal motivation to support this side?"

**Guiding Questions / Bend Three:** How can I help readers develop their own informed opinion on a topic and to talk (and perhaps write) about that opinion in ways that are accountable to the evidence and persuasive to others?

- Readers, today I want to teach you that noticing different authors' perspectives on a topic often leads us to develop or change our own stance on this topic. When that happens, we pause from investigating other people's claims to ask, "After everything I've read and thought, what position do I want to take on this topic?"
- Readers, today I want to teach you that once we take a position on a topic, we can structure our research in such a way that we look for more information to support our thinking. Meanwhile, we'll also look for counter arguments to dispute.
- Today I want to teach you that eventually, research leads to a burning urge to teach others. We decide what we want to say and organize what we know, and we decide how to share information and ideas with our communities, through presentations, artwork, and multi-media.
- Readers, today, on the day before our celebration, on the day when we say goodbye to this unit on nonfiction reading, let's remember that when we finish reading a nonfiction

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text, that text lives with us. It walks down the street with us. We carry our nonfiction reading with us, using it to find direction in our world.

### RESOURCES:

- Two or three short nonfiction books and an article or two for read-aloud
- Just right nonfiction text-sets on specific topics: This unit expects that teachers will cluster texts of similar levels of difficulty into topic-based text sets, allowing readers to read multiple books, view videos and read articles on the topic. At least some of the texts need to bring out controversial aspects, or present different points of view. Some may come from biased sources. Students will presumably need to study more than one text-set, more than one topic, in order to have enough texts to maintain their reading for the month.
- It may be that in order to provide students with adequate opportunities to maintain their volume of reading, students need to be encouraged to also keep fiction books ‘going’ on the side.
- Books and journals from students’ homes
- Primary sources (e.g. photographs, videos, an interview, images of artifacts or archaeological materials retrieved from a site)
- Video: “Phoenix Zoo Helps Save Endangered Species.” (from *Fox News*, Phoenix, Arizona <http://www.myfoxphoenix.com/dpp/news/pets/phoenix-zoo-oryx-11-15-2010>)
- Text: “Captive breeding and Reintroduction,” by Geraldine Curtatolado and Gary Quan
- Text: “Zoochosis,” by Stephanie Santana and Shauwn Lukose
- Text: “Are Zoos Good or Bad for Animals?” by Jennifer Horton
- Text: “Longer Lives for Wild Elephants” by Emily Sohn
- Text: “Life Span of an African Elephant” bar graph
- Website: PBS.org
- Website: Scholastic.com

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## Unit Outline – Grade 5 Writing-Arguments

**INTRODUCTION:** This unit focuses on teaching students to craft arguments based on research. It is meant to be taught in concert with a nonfiction reading unit, giving students ample time to receive parallel instruction in nonfiction reading skills and to read across a topic, gathering evidence for an argument. In this writing unit, students will learn to develop an argument and support it with outside source material derived from multiple sources. **The unit assumes that students have been instructed in argument/opinion writing during previous years, and have had experience writing persuasive letters, reviews and/or essays (see Reading and Writing Project’s Curricular Plans, available online through Heinemann).**

Before students begin this unit, you'll probably want to give them an opportunity to do an on-demand assessment in which they stake an opinion on a controversial topic and then write to support that opinion. If you study what your students produce, you will probably see that many of them enter fifth grade with some experience and knowledge writing thesis-driven ‘boxes and bullets’ essays. Many of your students will be accustomed to stating an argument and supporting it in several support paragraphs. Students will probably be far less skilled at drawing on sources and writing in ways that cite passages from two texts. Those that do draw on sources will probably approach the essay as if the challenge is only to collect and convey information about a topic, not to analyze information and advance a stance on the topic. They will draw only loosely on texts, almost certainly doing so without acknowledging differing perspectives and claims in the various texts. It will be challenging for them to merge information from varied sources, and if they can do this at all, they will probably do it as if information even from conflicting sources can be brought together to form one homogenized body of knowledge. Granted, as part of their preparation for the 4th grade ELA exam, students will likely have been taught to read two texts on one topic, angling themselves towards the expectation that they will need to take a stance, and they will have written essays in which they choose a position, and then proceed to provide a citation from a text that supports this position. They will have been taught to acknowledge the counter position, probably by using a transition such as, “You might argue instead...” Although students may well have received some intensive drill in fast-drafts of argument writing, they will probably not be at home with this genre. Because the stance and structure of argument writing will still feel alien to most of the class members, their thinking and writing within such a structure will probably be more dutiful than inspired, seeming more like a paint-by-numbers activity than natural discourse.

This unit aims to give fifth graders additional practice producing texts that are written as arguments. Students will be working in a reading unit that is aligned to this writing unit, and during the reading workshop, they will be reading collections of texts on a topic, including at least some texts that are controversial or that illuminate issues. This work with text sets will provide an opportunity for students to come to see that different authors who all write about a particular topic often do so by advancing different opinions, and to see also that readers who want to learn about a subject do so by integrating information from multiple sources, fashioning a position, and selecting evidence that supports their opinion, unpacking that evidence to show how it relates to their opinion. During the reading workshop, then, writers will note ways in which authors choose words, sequence information, elaborate or skim so as to make readers think or feel certain things. Although this reading work will not be specifically aimed to support

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writing, the reading-writing connections will be important.

Within the unit, students will learn that writing argument essays involves not only writing an essay in which they make a clear claim and then shift towards including evidence. Students will learn that the challenge is also to reach and influence readers. There will be evidence that students write with readers in mind—sometimes directly addressing readers, sometimes writing in ways that show they are trying to evoke a response in readers, sometimes using voice to try to win friends and influence people. Students will not only cite evidence, they will also interpret the evidence for readers. The form of the writing will begin to feel more like it is a natural extension of the writer’s purpose—that of arguing, of influencing.

### 5<sup>th</sup> Grade Writing: Research-Based Argument

#### UNIT TOPIC AND LENGTH:

- Ø This unit, taught in conjunction with a nonfiction reading unit, focuses on crafting arguments and using researched reasons and information as support. It is a 4-5 week unit of study, as detailed below.

#### COMMON CORE CONTENT STANDARDS:

##### Primary:

- Ø **W.5.1** Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Ø **RI.5.2** Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Ø **RI.5.10** By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

##### Secondary:

- Ø **W.5.8** Students will 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.
- Ø **RI.5.1** Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Ø **RI.5.9** Students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### ESSENTIAL QUESTIONS:

- Ø How can I learn to write research-

#### GUIDING QUESTIONS:

- Ø How can I teach my students that they



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<p>based argument essays, in which I analyze different literatures on a topic, weigh the different perspectives and develop my own claim to write an argument essay defending that claim?</p>	<p>can invent ways to use writing as a powerful tool for learning, inventing their own systems for note-taking and altering these so any one day's note-taking fits with the student's purpose and the text?</p> <ul style="list-style-type: none"><li>Ø How do I help students to not only glean information as they read nonfiction texts, but to also analyze the sources of information, thinking about an author's perspective on a topic in order to weigh multiple perspectives in ways that inform students' own arguments?</li><li>Ø How do I help research essayists develop an arguable claim and build a well-structured, well researched argument essay?</li><li>Ø How do essayists look at their essay with a critical lens in order to revise and publish a strong argument?</li></ul>
<p><b>CONTENT/SKILLS</b></p> <p><i>This unit addresses several writing skills, including writing an argument text that supports a claim, backing up analysis with textual evidence, writing sections of text that inform/explain, and using craft moves to sway readers. Below, we include a breakdown of the novice, intermediate, proficient (meets standards), and above proficient levels for writing an argument text that supports a claim, but teachers will want to keep all of this unit's skills in mind when planning instruction and examining student work.</i></p> <p>Novice</p> <ul style="list-style-type: none"><li>• The writer may introduce a main topic, but does not explicitly state a claim.</li><li>• Includes ideas, reasons, facts, and/or details, but these appear to be in no particular order.</li><li>• Launches directly into supporting information without any introduction.</li><li>• Ends the essay seemingly in the middle of a section, with no sense of closure.</li><li>• Includes some facts and details, but does not give reasons for their inclusion.</li><li>• The included facts and details do not, in themselves, support any particular claim.</li><li>• Does not use transitional phrases to link opinion and reasons.</li></ul>	

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### Intermediate

- States a claim that is related to the topic, but does not show a clear position on the topic.
- Ideas, reasons, facts, and details are grouped into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.
- Introduces the topic briefly or states a claim without any other introduction.
- Provides a concluding statement or sentences that is not clearly related to the claim and may feel abrupt or insufficient.
- Includes facts and details and connects them to the reasons they support, but makes some inaccurate connections or fails to account for some information.
- The reasons, facts, and details mostly support the stated claim, or an unstated claim that can be easily inferred.
- May use some transitional phrases but may use the same phrase in every instance, or may use only lower level transitions.

### Proficient

- Clearly states a claim that takes a position on the topic.
- Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered. This order may not yet strengthen the impact of the claim.
- Orients the reader with an introduction to the topic and sometimes to the claim.
- Provides a concluding statement or section related to the claim.
- Clearly links facts and details to the reasons they support. May gesture towards citation by naming some sources.
- The reasons, facts and details all support the stated claim. At least some of them come from a relevant source.
- Uses a variety of transitional phrases to link opinion to reasons, and to link reasons to supporting facts and details.

### Above Proficient

- Clearly states a provocative or nuanced claim that takes a position on the topic.
- Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, which are strategically ordered in a way that strengthens the impact of the claim. (e.g. presenting and then refuting the opposing side or ordering reasons from least to most compelling.)
- Orients and engages the reader with an angled and compelling introduction to the topic and claim.
- Provides a compelling concluding statement or section that builds on the claim and the supports and engages the intended audience.
- Cites specific sources to account for most or all pieces of evidence, in addition to clearly linking each piece of evidence to the reason it supports.
- The reasons, facts, and details are accurate and support the stated claim. They come

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from multiple sources and may include direct quotations.

- Uses transitional words and phrases, including some that are more sophisticated, i.e. ones that show cause/effect, compare/contrast, gradation, sequence, etc.

### **VOCABULARY:**

Key Argument, Counter-argument, Consequently, Specifically, This made me realize, Therefore, On the other hand, Nevertheless, However, Despite this, In summary

### **ASSESSMENT EVIDENCE AND ACTIVITIES:**

*In a unit of study, you will likely teach toward more standards than those that are the main focus of your culminating performance assessment. In this unit, for example, you are supporting Writing Standards #2, #8, and #9, as well as Standard 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. In this map, we provide you with an assessment tool that can reveal students' progress at least in relation to CCSS #1. You will see that under the skill section of this map, we included a rubric that can help you track student progress in this dimension, and here we have provided support to help you analyze the student work with an eye towards measuring students' progress towards CCSS #1. We focused on CCSS #1 (and not on CCSS #2, #8, and #9) given that it was one of NYC's focus standards for the 2011-12 school year. We do, however, encourage you to keep multiple standards in mind throughout this unit, or to select your own priorities.*

*We also want to emphasize that the purpose of a rubric is not only to weigh and measure each of your learners and to calibrate their relative gains. The rubrics are important above all because they allow you to see what a student has done well, noting especially new progress, and to give that student crystal clear feedback. The rubrics also allow you to explicitly name what a student might do next (or what your class of students might aim to do next) in order to make tangible progress. The rubrics, then, inform your mini-lessons, mid-workshop teaching points, teaching shares, small group work, one-to-one conferences and your record keeping systems. All of this is true whether or not you bother to exactly score a student's work and to add up your numbers. Assessment should feel like breathing--it is what the thinking teacher does all the time. And you will be informally assessing a whole handful of skill trajectories, even while more formally tracking progress along one or two selected measures.*

### **INITIAL ASSESSMENT :**

You will want to give your students a performance assessment before the unit, so that you can hone your instruction to what they already know how to do, and what they'll need not only instruction but extra practice with. You may decide to use the final performance task as a pre-assessment as well as a post-assessment, allowing you to gauge progress in concrete ways. If you decide to do this, make sure that others across your grade level agree to do likewise, and do not discuss the pre-assessment until students have engaged in it as a final performance task. This task provides students with a few texts on the same subject, and asks them to gather and evaluate information and to draft a persuasive essay staking a claim and supporting it with evidence from

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the texts. Please see task instructions for full details. Alternatively, the TCRWP has a CCSS-aligned performance assessment for opinion/argument writing (similar to the Narrative Continuum Tool that has been widely used across NYC schools) and this tool is available to all on the Reading and Writing Project website.

### **FORMATIVE ASSESSMENT:**

As you continue through the unit, you will confer with students one-on-one and monitor their progress in writing. You will note whether they state a clear claim and give reasons and supporting evidence. If necessary, you can create a small group for students who need extra support in developing one clear stance. You will also note their structure and organization. A group (or perhaps the whole class) may benefit from extra instruction on strategically ordering the sections of their essay and the information presented within each section. You will also probably find some students that need support with introductions, conclusions, and/or transitions to make the ideas in the essay flow smoothly.

### **FINAL PERFORMANCE TASK:**

At the end of the unit, you will administer the performance assessment, perhaps for a second time. This assessment will be an on-demand assessment – that is, it aims to assess kids’ ability to independently read informational texts and construct a written argument that incorporates multiple sources of information. The assessment will probably take 3 class periods, though we recommend that it be two days – one hour on day one for reading/research and writing an essay plan. The second day will include a period for reading/research and a period for writing. *Please see task instructions for full details.*

### **LEARNING PLAN & ACTIVITIES:**

During this unit, students will be taught to create argument essays that result from thoughtful research in nonfiction texts. Students will learn a variety of note-taking strategies which will help them build and record ideas on a topic. As they learn more about a topic, they’ll take a stance based on their analysis of the information presented by various authors. They’ll then learn to develop that stance as they write an argument essay in which they cite evidence to support their claims and refute counter-claims. Then students will work on a variety of editing and revision strategies that will move them towards a structured piece of writing that offers a clear and compelling claim. Below is a series of teaching points that could be used during whole class mini-lessons, mid-workshop teaching points, teaching shares and could also support some small group instruction. Teachers will alter this list, especially by adding to it in order to respond to students’ needs, making sure to avoid extending the unit beyond the month. Attached to this series of teaching points is a full write-up of the unit.

Ø **Guiding Question / Bend One:** How can I teach my students that they can invent ways to

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Writing-Arguments

use writing as a powerful tool for learning, inventing their own systems for note-taking and altering these so any one day's note-taking fits with the student's purpose and the text?

- Essayists take research notes in precise, thoughtful ways because we expect to use these notes later when we begin drafting an essay on this topic. We record the most important information about a topic and also some of our questions and reactions to this information.
- Researchers' notes don't look the same even when we're making notes from the exact same texts. Each one of us is an author of our own notes, so we can make choices about whether we want to make sketch-notes or lists, timelines or webs, idea clusters or Post it charts, tables or Venn Diagrams.
- While making notes, researchers discover that a specific note-taking format often works best in a certain situation. For example, if the text is expository, it makes sense to use boxes and bullets to record it; if it is narrative, it makes more sense to make a timeline. If we're comparing and contrasting or listing pros and cons, we might make a T-Chart. If we're comparing three or more categories, we may make a table with three or more columns.
- Research notes are short and to the point. While making notes, researchers try to paraphrase and shorten text, using our own words where we can. We certainly don't lift extensively from the text—and where we do lift a quote, we make sure to use quotation marks and cite the source.
- Research notes don't just record what the text says. They also contain our responses to this text. We are the authors of our notes, so we make sure to include our own ideas, feelings and questions alongside the information that we're recording. We do this because we know that when we use these notes to write essays, our *opinions* will be as important as the *information* we're gleaning from texts.
- Researchers treat our notes as valuable tools. We store and organize these notes efficiently; we constantly revisit and categorize old notes as we add new ones. We take care to keep them in a folder or notebook from where we may easily access them when we need to.

Ø **Guiding Question / Bend Two:** How do I help students to not only glean information as they read nonfiction texts, but to also analyze the sources of information, thinking about an author's perspective on a topic in order to weigh multiple perspectives in ways that inform students' own arguments?

- When we know a topic well enough (when we've read enough about it), researchers begin see all its sides. We can then ask, "Are there two ways to look at this topic?"
- A way to uncover two sides of a topic is to note that various authors can have different positions while writing about it. We ask questions such as "What is this author trying to make me feel about the topic? Why is the author trying to make me feel this?" In our notes, we note and compare the feelings that different texts evoke and we list the craft choices or illustration details of each text that contribute to making us feel this way.
- Another way that researchers cover the many faces of a topic is to think, "How might different groups of people see this topic? How are different groups of people affected

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Writing-Arguments

by this topic?” For example, if our topic is *Forests*, the different groups associated with this topic would include: environmentalists, timber businessmen, carpenters, consumers, local residents and nesting animals. In our notes, we try to think and jot how each of these groups might see certain elements about this topic differently.

- Researchers consider the two faces of a topic to ask ourselves, “What is MY stance, MY position on this?” We don’t just pick any old stance to call our own, we look over our notes and all we’ve read about the topic to find a stance with the most compelling reasons or evidences to believe in and list these.

Ø **Guiding Question / Bend Three:** How do I help research essayists develop an arguable claim and build a well-structured, well researched argument essay?

- Once researchers have enough notes on a topic to compare and contrast its different faces and issues, we start to look at the bigger picture of this topic and ask, “What are some of the big issues and ideas that are important to write more about?”
- One way to find a strong arguable claim for our topic is to look across our notes to study the many faces of our topic that we’ve recorded, or the different feelings that writers have tried to inspire for this topic, or the perspective of different people on this topic. We pick the most compelling of these and try to jot more arguments in its favor.
- When possible arguments about a topic begin to occur to us, essayists capture these in a claim or thesis statement. One way to write the thesis statement (claim) of an argument essay is to start by stating something that an opposite side might say but then add what we would like to argue instead. (Although some people believe...it may actually be argued that...)
- Once we know the argument that we want to put forward, essayists look back at all our notes to come up with a list of reasons or examples that may serve as evidence of our argument. We jot each of these down and elaborate them further to form different paragraphs for the essay.
- Essayists also look at the possible evidence to support the opposite side’s argument. We jot all possible evidence that may support the counterclaim, adding a transition such as: nevertheless, but, however, despite this...to refute each argument, showing that it is inaccurate, incomplete, not representative of all situations, or deficient in some other way. In this way, essayists develop a paragraph or two in which we discredit the counterclaim.

Ø **Guiding Question / Bend Four:** How do essayists look at their essay with a critical lens in order to revise and publish a strong argument?

- Essayists revise the order in which we present the reader with information. We wonder what to put first, what to present next and what to reveal at the end.
- Sometimes essayists paraphrase and cite portions from texts. When we do this, we use our own words to summarize a point in the book. At other times, we quote directly from the text, in which case we use quotation marks. In both cases, we make sure to cite the book and author that we’re referring to.
- Essayists write like an “insider” to a topic by using domain-specific vocabulary. We

# Teachers College Reading and Writing Project

## Unit Outline – Grade 5 Writing-Arguments

stay on the lookout for places where we might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.

- Essayists sometimes insert an anecdote (narrative writing) into our essays to create a powerful impact on the reader by providing an example of something compelling about our topic.
- Essayists revise the introduction of our information books, thinking about how we can set readers up to be experts in the topic and how we can draw readers in right from the start.
- Essayists revise our concluding section, taking care to sum up the important information and also leave readers with some big ideas.

### RESOURCES:

- Ø Text sets: This unit expects that teachers will cluster texts of similar levels of difficulty into topic-based text sets, allowing readers to read multiple books, view videos and read articles on the topic. At least some of the texts need to bring out controversial aspects, or to present different points of view. Some may come from biased sources. Students will presumably need to study more than one text-set, more than one topic, in order to have enough texts to maintain their reading for the month.
- Ø It may be that in order to provide students with adequate opportunities to maintain their volume of reading, students need to be encouraged to also keep fiction books ‘going’ on the side.
- Ø Multimedia: A Moment in Time (Podcast)
- Ø Multimedia: video clips
- Ø Website: <http://www.sustainabilityed.org/> (The Cloud Institute for Sustainability Education)
- Ø Website: <http://www.wcs.org/> (Wildlife Conservation Society)
- Ø Website: <http://www.teachertube.com>
- Ø Website: [storyworks.scholastic.com](http://storyworks.scholastic.com)



## GRADE 5 LITERACY: TCRWP NONFICTION READING AND OPINION/ARGUMENT WRITING TEXTS

This section contains two of the texts that are used in the tasks. To access the other necessary texts, please reference the links and information provided on page 4 of the task section.



## **“The Swazi Eleven,” adapted by Kelly Boland**

### **The Swazi Eleven**

Tom French, Pulitzer Prize-winning journalist, spent six years studying zoos and wrote about his experiences in his book *Zoo Story*. His book opens with the story of eleven elephants who were taken from Swaziland in Africa and flown to zoos in San Diego and Tampa. Please read this version of that story:

It was August 21, 2003 on a Thursday morning. The elephants were in the hold of the plane in crates. Some of them were sleeping on their sides; others were awake and drinking water. Mick Reilly was with them. He and his father ran the Mkhaya and Hlane Game Reserves in Africa where the elephants had lived. Mick had grown up with these elephants. “It’s not so bad,” Mick told the elephants as he refilled their water.

Mick was tired. It had been a long fight to get the elephants on this flight. Animal rights activists had tried to stop the elephants from going to zoos. Groups like Born Free and PETA (People for the Ethical Treatment of Animals) filed a lawsuit and wrote angry letters. The government and even the local newspapers of Swaziland had blamed Mick and his father for sending the elephants to zoos. Mick was upset. Didn’t people understand? The elephants couldn’t stay on the land.

There were too many elephants living in the Mkhaya and Hlane Game Reserves. They were ruining the land. Elephants eat for up to eighteen hours a day. When they eat they tear bark off trees and even knock trees down. Elephants had destroyed so many trees that a big part of the parks was now only black and dead trees.

Animals like eagles, owls and vultures had no place to nest. In addition, the black rhino, one of Africa's most endangered species, also needed the trees to eat. Now the rhino had no food. If the situation continued many animals and plants would be wiped out.

Mick and his father tried to find another park for the elephants to go nearby but South Africa was overrun with elephants. No park could take any more. The Reillys looked in other places in Africa but there was a threat of poaching. They did not want their elephants to be shot as trophies and have their tusks sold on the black market.

In other parks rangers had killed elephants to make sure the population stayed low. Mick didn't want to kill his elephants.

Of course, none of this was the elephants' fault in the first place. In Swaziland, as in other parts of Africa, elephants have struggled to survive. Humans have taken so much land in Africa and occupy so much space that most animals are confined inside game parks. Fifty years ago there weren't even any elephants in Swaziland. They had all died or been killed off by hunters. Mick's father, Ted, tried to help. He built three parks to protect endangered species. The elephants arrived in 1987 and they survived so well in the parks, there were soon too many of them.

Humans had created this problem. Now it was up to humans to fix it. Zoos were the only option.

"On this plane I'm giving them a chance," Mick thought.

Before his family had agreed to send the animals to zoos Mick had visited the zoos and talked to the keepers. He saw that the elephants would be treated well and given as much space as possible. He said the animal clinic at the San Diego Zoo was better than any hospital in Swaziland.

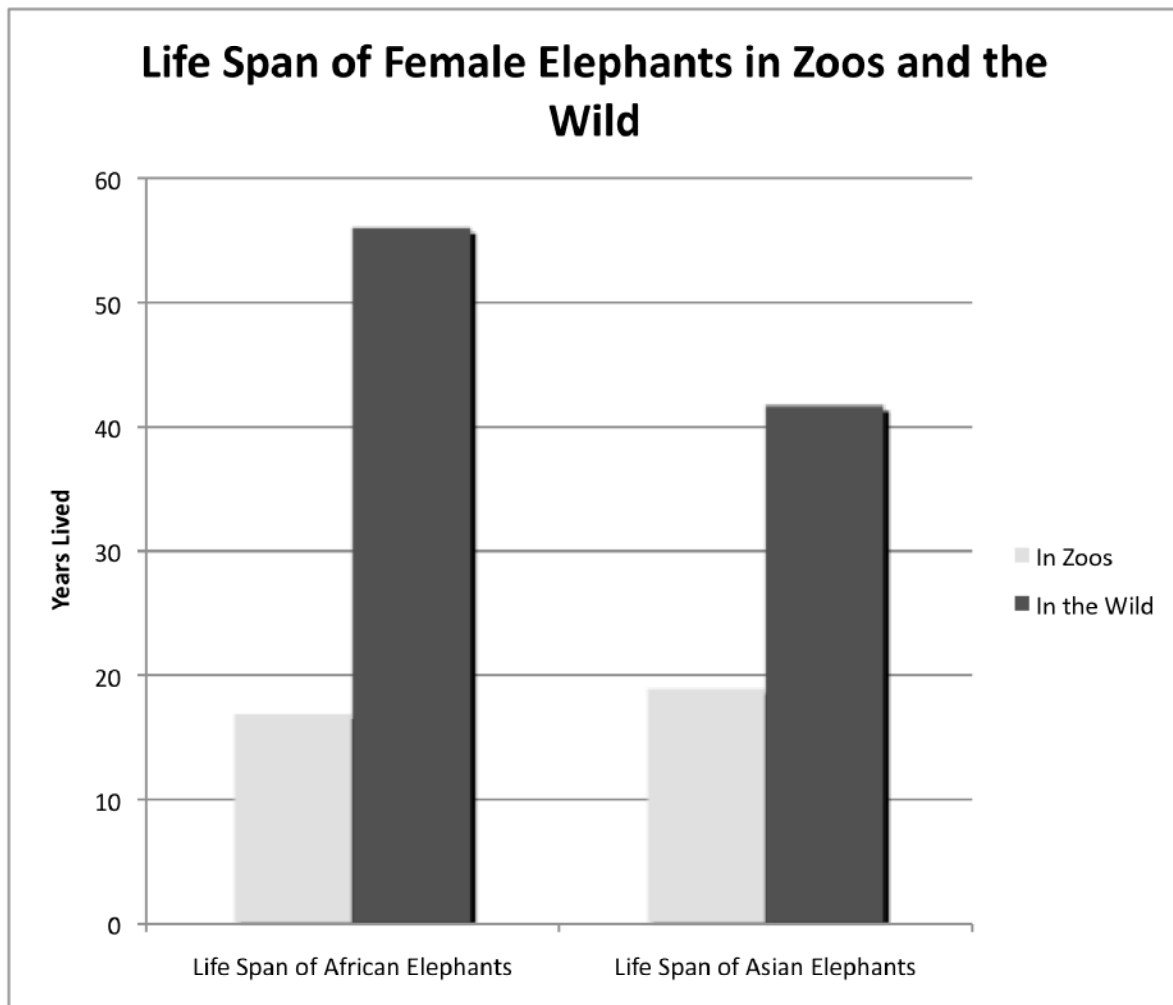
The zoos offered to pay \$12,000 for each elephant and Mick and his family would use the money to protect the other animals in the park and buy more land for the animals.

On August 15<sup>th</sup> the courts denied the lawsuit filed by animal rights groups. The elephants would go to the zoos. Four would go to Tampa to the Lowry Park Zoo and the other seven were headed to San Diego.

As the plane began its final descent toward Tampa, the elephants were restless. Mick knew the trip could not be easy for them. Surely, they would wonder about the strange noises and rumblings around them. Surely, they would be confused. He was certain the elephants were hungry after the long flight. Mick went to the elephants and stroked each one. “*Kunekudla lukunengi,*” he told them. “*There’s lots of food where you’re going.*”

**Adapted by Kelly Boland from *Zoo Story*, by Thomas French (Hyperion, 2010), with permission from the author**

## “Life Span of Elephants in Zoos and the Wild”



This chart shows the results of a study by scientists around the world. These scientists looked at 40 years of information from zoos, about 800 elephants. They also looked at information about hundreds of elephants in the wild for about the same number of years.

**Source: “Compromised Survivorship in Zoo Elephants.” *Science* (2008, vol. 322, no. 5908, p. 1649). The Reading and Writing Project, 2011**



# GRADE 5 LITERACY: TCRWP NONFICTION READING AND OPINION/ARGUMENT WRITING RUBRIC

## SUPPORTS FOR STUDENTS WITH DISABILITIES

## Instructional Supports for Students with Disabilities Using UDL Guidelines

### Foundational Information for Educators

Universal Design for Learning (UDL) is a framework that acknowledges student differences and diversity in how they comprehend, navigate, and interact with the world, and thus, responds by flexibly adapting curriculum, instruction, and the environment to meet the various needs of students. Critical to fulfilling this agenda is the aim to reduce or eliminate barriers and increase access to learning for all students. Within this framework, UDL empowers educators to meet students' distinct and diverse needs by establishing and using "flexible goals, methods, materials, and assessments" (CAST, 2011, p. 4). Supporting this approach, three overarching principles, each based upon advanced knowledge in neuroscience, serve as the essential context from which educators enhance student motivation, access to content, and expression of understanding.

The first principle suggests that information should be represented using multiple means of presentation. Accordingly, the first principle suggests that "learners differ in the ways that they perceive and comprehend information that is presented to them" (CAST, 2011, p. 5) and should therefore, have the opportunity to encounter the content imparted through varying auditory and visual modes. The second principle recommends that educators afford students the opportunity to act upon, respond to, and express what they know through varying modalities. Hence, students differ in their facility to strategically plan and plot a course for accessing and extrapolating meaningful knowledge from the curriculum, and thus "require a great deal of strategy, practice, and organization" (CAST, 2011, p. 5) in order to succeed. Finally, the third principle states that students differ in their levels of drive and affect for learning and that accounting for and addressing varying factors that contribute to these differences, increasing students' motivation to learn and self-regulation skills provides students with measures for gauging and facilitating learning.

The framers of UDL embrace the philosophy that all learners can become expert learners. Reflecting and illuminating each of the principles, the UDL framework maintains that expert learners are (a) resourceful and knowledgeable learners who bring considerable prior knowledge to new learning, and activate that prior knowledge to identify, organize, prioritize, and assimilate new information; (b) strategic and goal-directed and formulate plans for learning and devise effective strategies and tactics to optimize learning; and (c) purposeful and motivated, eager for new learning, and motivated by the mastery of learning itself (CAST, 2011, pp. 6-7). Recommendations, henceforth, related specifically to this grade 5 set of tasks, advance practical ways to operationalize UDL concepts for meeting the needs of all learners.

See the following links to learn more about UDL and how to flexibly tailor curriculum, instruction, materials, and methods to ensure learning for all students:

[www.cast.org](http://www.cast.org)

<http://www.udlcenter.org/aboutudl/udlguidelines>

## Getting Started

### UDL Initial Setup Recommendations

When introducing a topic or unit of study, it is important to capture students' attention and interest to engender applicable relevance and engagement. Before administering tasks for assessment, students should participate in activities germane to acquiring the knowledge and skills to succeed, and teachers should pre-teach, model, and demonstrate the necessary skills, strategies, and thinking to succeed at every phase of the learning process.

- **Activate or supply background knowledge.** According to CAST (2011), “information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any pre-requisite knowledge” (p. 18).
- **Optimize relevance, value, and authenticity.** Apply any of the following strategies for recruiting student interest, accessing and building background knowledge, and developing a sense of importance in the topic of study.
  - Prepare an anticipation guide that requires students to respond—before reading and viewing—to a set of statements that might be true or untrue, or that they agree or disagree with regarding some aspect of anticipated study. Frame some of the statements in a manner that would require reasons and facts to defend. Other statements might indicate a fact or misrepresentation of information. Discuss students' responses and return to them and compare with newly acquired information and changed perspectives following their experience with the literature and video viewing.
  - Distribute a set of 12 pictures to groups of four students. Pictures include four endangered animals, four corresponding natural habitats, and four zoo habitats. Ask students to match each animal with its corresponding habitat. Ask students to discuss and list what they think the advantages are for each animal living in either environment. When sharing group discussions with the entire class, groups may share one or two advantages for animals dwelling in each setting.
  - Engage students in a discussion about the animals that are common to their communities. Create a list of the animals they identify. Talk about the value of the animal groups and what the role is of their existence. Ask students to generate ideas for preserving the animals common to their neighborhoods, should they begin to become endangered. Ask students to justify their thinking. Record students' responses. Tell them what the focus of their study will be and that they will learn how to write persuasive arguments to justify their thinking.
  - Post pictures of endangered animals in the classroom, both in natural and in zoological gardens. Tell students that pictures of several endangered animals are displayed in the classroom. Using a K-W-L chart, ask students to tell what they *know* about endangered animals *and* ways people attempt to preserve them. Ask students to tell what they *want to know* about endangered animals and how some organizations attempt to preserve them. After reading the articles and viewing the videos, return to the chart to compare previous knowledge to acquired knowledge.

## Anticipation Guide Sample

### Anticipation Guide

Before reading or viewing a video, decide whether you agree or disagree with the following statements. After reading or viewing a video, you will review the statements and tell whether you were right or whether your opinions have changed.

Before		Statement	After	
Agree	Disagree		Agree	Disagree



## Sample K-W-L Chart

### K-W-L Chart

What I know!	What I want to know!	What I learned!

See the following websites for definitions, instructions and tips, samples, and variations of anticipation guides and K-W-L charts.

#### Anticipation Guide

[http://www.readingrockets.org/strategies/anticipation\\_guide/](http://www.readingrockets.org/strategies/anticipation_guide/)

[http://www.lkdsb.net/program/elementary/intermediate/di/files/25strategies\(anticipation%20guide\).pdf](http://www.lkdsb.net/program/elementary/intermediate/di/files/25strategies(anticipation%20guide).pdf)

The following site explains several comprehension strategies for reading.

<http://www.readingrockets.org/article/29202/>

#### Fiction and Nonfiction Samples

[http://www.lcps.k12.nm.us/departments/Prof\\_Dev/elem\\_literacy.shtml](http://www.lcps.k12.nm.us/departments/Prof_Dev/elem_literacy.shtml)

## KWL Charts

<http://wvde.state.wv.us/strategybank/KWLCharts.html>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>


<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

<http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf>

- **Heighten salience of goals and objectives.** To assist students with cognitively organizing and remembering the plan for executing and completing activities, display and refer to a graphic organizer outlining expected actions students will engage. Support students' focus on task completion goals and efforts to sustain perseverance through each phase of the process by displaying the key or essential assessment question.

### Sample: Essential Question Poster and Activity Planning Chart

What do you think?



Essential Question → Should zoos exist?

## Our Mini Research Project at a Glance

<b>Topic</b>	<b>Zoos for Endangered Animals</b>	
<b>Essential Questions</b>	<p>Should zoos exist?</p> <p>Are zoos <b>helpful</b> or <b>harmful</b> for endangered animals?</p>	
<p><b>Activities</b></p> <p>View Video</p> <p>Read Articles</p> <p>Write an Argument Essay</p>		
<b>Major Tasks</b>		
<b>1 - 2</b>	<b>3 - 4</b>	<b>5 - 6</b>
<ul style="list-style-type: none"> <li>• Watch video</li> <li>• Read articles</li> <li>• Summarize important information               <ul style="list-style-type: none"> <li>* Main idea</li> <li>* Key details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read articles</li> <li>• Summarize important information               <ul style="list-style-type: none"> <li>* Main idea</li> <li>* Key details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interpret chart</li> <li>• Plan and write essay based on your plan               <ul style="list-style-type: none"> <li>* State your claim</li> <li>* State and explain your reasons (from articles and videos)</li> <li>* State and argue against any opposing claims</li> <li>* Wrap up with a strong conclusion restating your claim and summarizing your main points</li> </ul> </li> </ul>

- **Clarify vocabulary.** To ensure comprehension of terms, visually and orally clarify key vocabulary and concepts critical to student completion of tasks.
- **Provide options for perception.** Display terms, definitions, and illustrations or provide students with a printed copy.

**Sample Vocabulary Table Follows:**

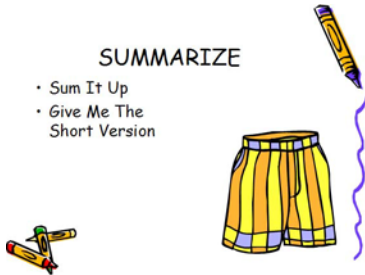
**Key Vocabulary Words**



**Endangered – threatened with extinction or dying out**  
*The bald eagle may be an endangered animal.*



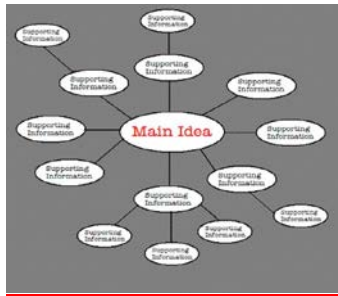
**Position – the act of putting forth or presenting one’s viewpoint**  
*Michael supported the position that gym should be offered everyday, by presenting many convincing facts.*



**Summarize – give a shortened version of something that has been written or said by stating the key points**  
*After listening to the president’s one-hour speech, Sandra summarized it in two paragraphs.*



**Argument – statements, facts, or reasons for or against a point**  
*You present a strong argument for giving the class a pizza party.*



**Main idea – the most important thought, information, or message**

***State the main idea of the story in one sentence.***



**Research based – information referred to or cited that has been investigated using scientific methods**

***Be sure you include in your essay research-based facts about endangered species.***




**Persuasive essay – a short composition about a theme or topic where the author attempts to convince the reader that one idea, viewpoint, or action is more reasonable than another idea. The writer's argument must include evidence by stating facts, giving logical reasons, using examples, and quoting experts.**

***Write a persuasive essay convincing your reader that the president should visit your school.***

## Task 1

- **Offer alternatives for accessing visually presented information.** Utilize the closed-captioning feature and make a video transcript available, if appropriate for population needs.
- **Provide graphic organizers and templates for organizing data and information.** Highlighting main idea and key details will support students with note-taking, summarizing key ideas, and identifying evidence presented in articles, graphs, and videos. Demonstrate how students will use the information captured in the graphic organizer for planning the essay and responding to the essential question.
- **Use multiple tools for construction and composition.** Permit the use of spell and grammar checkers, and if applicable, the use of speech-to-text, voice recognition software. If appropriate, provide sentence starters to prompt the generation of ideas

### Sample Graphic Organizer/Video Viewing Guide that Support

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h3 style="margin: 0;"><u>Video Viewing Guide for</u></h3> <h2 style="margin: 0;">“Phoenix Zoo Helps Save Endangered Species.”</h2> </div> </div>					
My Ideas Before Viewing	Video Details	Central or Main Idea	Details that Support the Central Idea	“Quotes”	My Ideas After Viewing

**Sample Summary-Writing Support Organizer**

**What is the Heart of the Matter?**

**Who?** \_\_\_\_\_

**What?** \_\_\_\_\_

**When?** \_\_\_\_\_

**Where?** \_\_\_\_\_

**Why?** \_\_\_\_\_

**How?** \_\_\_\_\_

**Key Words & Phrases:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sample Paragraph-Writing Template

**Big Idea:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

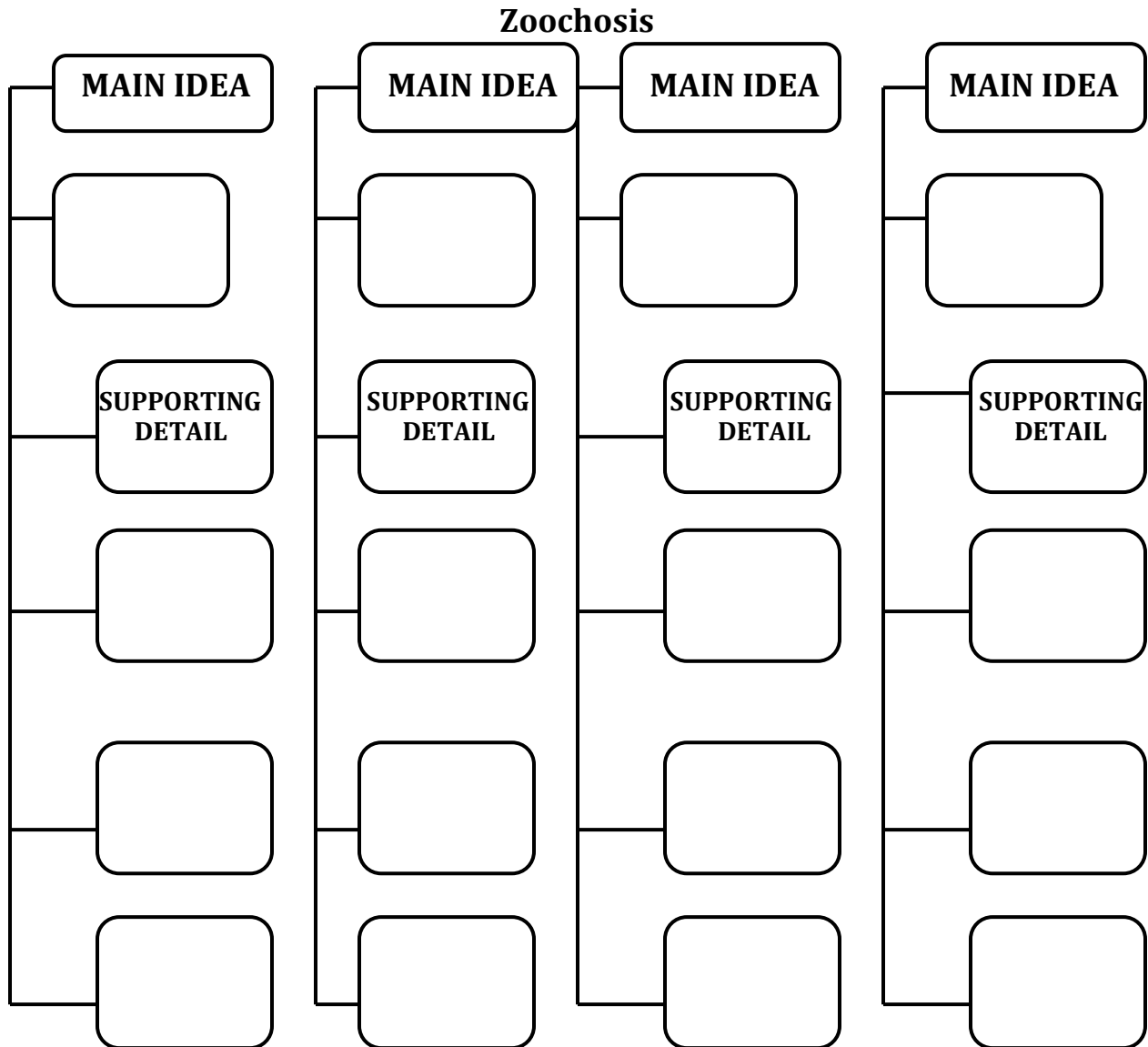
**Conclusion or Wrap-up:**



## Task 2

- **Facilitate managing information.** Utilize graphic organizers to organize ideas and information during and after reading text.

### Sample Graphic Organizer



See the following link containing a short lesson plan outlining simple instructions for teaching students how to identify main idea in expository text and how to create a main idea map:

<http://www.jimwrightonline.com/pdfdocs/mainidea.pdf>

### Task 3

- **Clarify vocabulary.** To ensure comprehension of terms, visually and orally clarify key vocabulary and concepts critical to student completion of tasks.
- **Provide options for perception.** Display terms, definitions, and illustrations or provide students with a printed copy.

#### Sample Vocabulary Table Follows:



**Claim - to state that something is true, real, or fact, in the face of possible disagreement**

*Give lots of reasons to support your claim that alligators do not make good pets.*



**Evidence - something that gives proof**

*What evidence do you have that a mouse has been living in your closet?*

### Task 3

- **Heighten salience of goals and objectives.** Support student memory of task focus and self-management of meta-cognitive processes for attending to the assignment by posting each thesis students will opt to support.

### WHAT'S YOUR POSITION?

**Zoos help** endangered animals.

**Zoos harm** endangered animals.

- **Highlight critical features and clarify symbols.** Pre-teach and model how writers punctuate direct statements quoted from an author. Engage students in active practice and application of this skill.

### Sample Instructional Chart for Punctuating Direct Quotes

#### Punctuating Direct Quotes and Authors' Direct Statements

Punctuating a Direct Quote	Rules for Punctuating a Direct Quote	Author's Direct Statement	Quoting the Author's Statement
<p>"Pollution has seriously affected multiple terrestrial and aquatic species," explained Lauren Kurpis.</p>	<ul style="list-style-type: none"> <li>• Exact words are enclosed in quotation marks.</li> <li>• Quote begins with a capital letter.</li> <li>• Comma used to separate quote from who made statement.</li> <li>• Period ends the sentence.</li> </ul>	<p>Pollution has seriously affected multiple terrestrial and aquatic species.</p>	<p>According to Lauren Kurpris (2002), "Pollution has seriously affected multiple terrestrial and aquatic species," (p. 2).</p>
<p>Lauren Kurpis explained, "Pollution has seriously affected multiple terrestrial and aquatic species."</p>	<ul style="list-style-type: none"> <li>• Exact words are enclosed in quotation marks.</li> <li>• Comma separates introduction of exact words.</li> <li>• Quote begins with a capital letter.</li> <li>• Quote ends with appropriate punctuation—a period, in this case.</li> </ul>		<p>Exotic species are a serious challenge, but Lauren Kurpris (2002) claimed, "Pollution has seriously affected multiple terrestrial and aquatic species," (p. 2).</p>

- **Facilitate managing information.** Utilize graphic organizers to organize ideas and important information obtained from text and videos.

## Sample Graphic Organizers for Organizing Ideas



**Are zoos good or bad for endangered animals?**



### What's Your Position?

Zoos help endangered animals	Zoos harm endangered animals

# Task 4

**Sample Graphic Organizer** for that supports the organizing, recording, and evaluating relevant quotes that may be considered for the argument essay.

The graphic organizer consists of six identical units arranged in a 3x2 grid. Each unit is a graphic organizer for recording and evaluating quotes. Each unit has two main sections: 'Quote' and 'Importance'. The 'Quote' section is a rectangular box with a header 'Quote' followed by a horizontal line and five more horizontal lines for writing. A large arrow points from the right side of the 'Quote' box to the left side of the 'Importance' box. The 'Importance' section is a rectangular box with a header 'Importance' followed by five horizontal lines for writing. A large arrow points from the right side of the 'Importance' box to the right edge of the page.

## Task 5

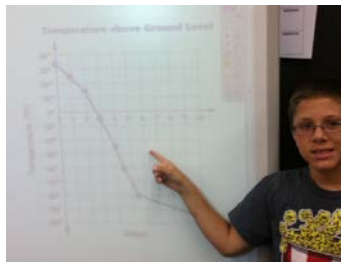
### Sample Guide for Reading Graphs

#### What are Graphs and How to Read Them?

*Graphs represent, or show data or information visually, or by using charts, illustrations, diagrams, or pictures.*

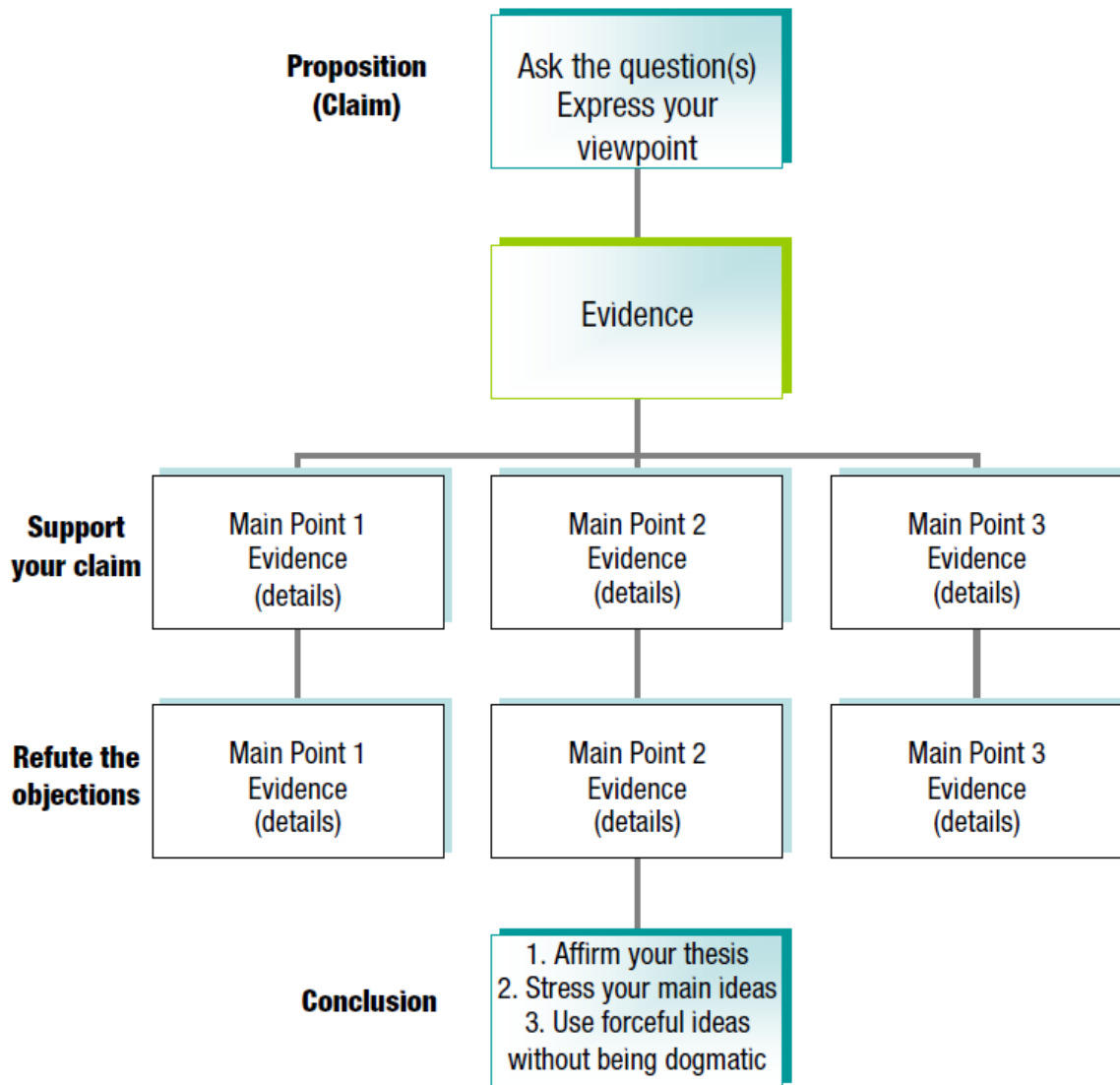
*Graphs show relationships between items represented.*

#### What Does the Graph Tell You?



- Identify the title.
- Identify the labels. One is on the horizontal axis and one is on the vertical axis.
- So, who or what is this graph about?
- What are some facts illustrated in this graph?
- Compare some of the data facts?
- What is the big idea this graph shows?

## Model Graphic Organizer for the Argumentative Essay







**Enhance capacity for monitoring progress.** Provide prompts, guides, rubrics, and checklists that focus on elevating the frequency with which students self-reflect on their performance and self-reinforce skills acquired. The following checklist may help students assess their work.

**Sample Self-Monitoring Writing Checklist**

**My Persuasive Writing Checklist**

	Yes 	No 	Notes
<b>Did I</b> introduce the topic?			
<b>Did I</b> state my position?			
<b>Did I</b> state my claims?			
<b>Did I</b> make it clear if I think zoos help or harm endangered animals?			
<b>Did I</b> include relevant facts and details from your research?			
<b>Did I</b> refute, or prove any disagreements to be false?			
<b>Did I</b> include relevant and accurate quotes from my sources?			
<b>Did I</b> use transition words to connect my information and ideas?			
<b>Did I</b> organize your ideas into paragraphs?			
<b>Did I</b> write a conclusion?			

- **Foster collaboration and community.** Facilitate group discussion, self- and peer editing opportunities by providing students with a rubric that can be used to assess and provide constructive feedback for each student’s thinking and writing. A sample checklist follows.

### Sample Peer Review Checklist

#### PEER REVIEW CHECKLIST

- Is the content interesting and thoughtful?
- Is the main idea clearly stated?
- Is there enough supporting information?
- Are the supporting paragraphs relevant and well-organized?
- Are ideas connected by transitions and other linking devices?
- Is the conclusion effective?
- Are the sentences clear?
- Are sentence length and structure varied?
- Is the paper free of punctuation, spelling, and usage errors?
- Is the final version of the paper neat and legible?

## Sample Checklist for Self- and Peer Editing\*

### Editing Checklist for Self- and Peer Editing

**Directions:** Edit your essay using the Self-Edit columns as your guide for checking for and fixing errors. Afterwards, ask a peer to complete the Peer Edit columns. Discuss the feedback with your peer.

	Self -Edit		Peer Edit		
	Checklist Items	Check after completing each step	Checklist Items	Check after completing each step	Comments and Suggestions
<b>Punctuation</b>	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
<b>Capital Letters</b>	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
<b>Grammar</b>	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
<b>Spelling</b>	I checked spelling and fixed the words that did not look right.		Spelling is correct.		

\* Adapted from *readwritethink* at the following website: <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>

## Task 6

- **Use multiple tools for construction and composition.** Permit the use of spell and grammar checkers, and if applicable, the use of speech-to-text, voice recognition software. If appropriate, provide sentence starters to prompt the generation of ideas.

### Sample Argument Essay-Writing Template

**Big Idea:**

**Supporting detail:**

**Supporting detail:**

**Supporting detail:**

**Opposing Claim:**

**Disproving Fact or Reason:**

**Disproving Fact or Reason:**

**Conclusion or Wrap-up:**

## Websites Students Can Visit

<http://library.thinkquest.org/11353/e-animals.htm>

This site is a colorful, graphic, and student-friendly site publishing student reports on and captivating pictures of endangered animals.

<http://www.endangeredspecie.com/>

This website features articles about various topics related to endangered species: causes and ways to help endangered animals, photos and profiles, laws, organizations, and case studies.

<http://www.endangeredspecie.com/states/ny.htm>

Listing the 25 endangered plant and animal species in New York, this site only lists and provides common and scientific names of each species.

<http://www.reporternews.com/news/2008/mar/26/purpose-zoos/?printer=1/>

Bill Baker elaborates the purpose of zoological institutions in the article highlighted on this webpage. He claims zoos have three purposes: conservation, environmental education, and entertainment.

[http://www.veganpeace.com/animal\\_cruelty/zoos.htm](http://www.veganpeace.com/animal_cruelty/zoos.htm)

This article discusses the purpose of zoos and presents an argument against maintaining animals in zoos. Comparative pictures of animals living in their natural habitat with those confined in zoos, a short video, along with a concise explanation of conservation, breeding, animal surplus, and alternatives to zoology can be found on this site.

### UDL Reference

CAST, 2011. *Universal Design for Learning Guidelines, Version 2.0*. Wakefield, MA.