Part 1 - OPINION WRITING: Response to Text – A Taste of Two

Students Will Be Able To:

Core Standard RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Core Standard RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Core Standard RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Materials/Preparation

- Two sticky notes for each student
- Response to Text Journals or loose leaf paper
- One copy to display “Talking Back to Books”
- One copy to display and student copies of “The Monthly Message – Eat Your Greens”
- Once Copy to display and student copies of “Yummalicious NOT Nutritious”

Lesson Steps

- Anticipatory Set
- Input
- Guided Practice
- Independent Practice
Anticipatory Set

1. Distribute two sticky notes to each student. Ask students to put a small number one on one sticky note and a small number two on the other.

2. Direct students to write down two of their MOST favorite foods that they eat at home on sticky note number one.

3. Direct students to write down two of their MOST favorite foods that they eat at school on the second sticky note.

   Note: The emphasis for sticky note number two is to, if possible, include foods from the school’s lunch menu. If students typically bring a sack lunch, or if your school does not provide a served lunch, then ask students to write down two of their MOST favorite sack lunch items.

4. Ask students to look at both their sticky notes and consider whether the foods they chose would be considered nutritious or unhealthy. Ask them to circle any foods that they listed that they think are healthy and nutritious.

5. Tell students that today they’re going to play a quick game called “Pop Up.” Explain to students that “Pop Up” is a game that is played quickly and quietly, there’s absolutely no talking, just thinking. You will ask them a question about the number of foods they circled. If they have the number you call out, then they should quickly and quietly pop up out of their seats and then sit quickly and quietly back down.

6. Once students are settled and ready to play use the following:
   - If you have only one food circled on your sticky notes, pop up.
   - If you have three foods circled on your sticky notes, pop up.
   - If you have two foods circled on your sticky notes, pop up.
   - If you have four foods circled on your sticky notes, pop up.
   - If you have NO foods circled on your sticky notes, pop up.

Input

1. Share with students that food and nutrition can be a very difficult topic to discuss because everyone has their own opinions and ideas about which foods are and aren’t healthy. For example, pizza. Some people think pizza is healthy to eat, especially if it has vegetables, and some people think that it’s unhealthy because of all the grease and fat in the dough and cheese.

2. Tell students that today they’re going to be reading two texts about food and nutrition and will also be Talking Back to Books while they read in order to record their thoughts, feelings, questions and reactions to the texts. Comparing and contrasting the most important points and key details presented in two texts on the same topic is the focus skill.

Guided Practice

1. Direct students to set-up their Response to Text Journal (if they have one) or set up their loose-leaf writing paper. Share with students that since they’ll be reading TWO texts, they will need to draw a line halfway down the page so they have room to “talk back” to both texts.

2. Distribute student copies of “The Monthly Message – Eat Your Greens” and “Yummalicious NOT Nutritious.”

3. Share with students that today you’re going to give them a few “TBTBs" to respond to BEFORE they read.

4. Ask students to look at “The Monthly Message – Eat Your Greens.” Direct them to just preview, or quick scan, the text.

5. Tell them that the first TBTB that you’d like them to respond to is: This text is organized like…

6. Guide students to notice the format of the text, such as: the issue #, inside this issue, etc…

7. Next, ask students to respond to: I predict that… What do they think this text is going to be about? Why do they think that?

8. Repeat steps 5 and 7 using “Yummalicious NOT Nutritious.”

9. Additional text-dependent questions for discussion of “Eat Your Greens” include:
   a. Why do experts believe that eating healthy as a child is important? What could happen if you did not?
   b. How are schools trying to get students interested in eating healthy foods?
   c. What must a dietician do for a living? Why do you think the author chose to interview a dietician? What must horticulture mean? What is lycopene and why is it important?
   d. What conclusions can you draw after reading the results of the survey?
   e. According to the experts what are the long-term benefits of eating vegetables? What are the short-term benefits?
   f. What does the author want you to do after you read this article? What evidence supports your thinking?
   g. Why do you think the author chose to end the article in this way?

10. Additional text-dependent questions for discussion of “Yummalicious NOT Nutritious!” include:
a. How do the author’s feelings change throughout the text? What evidence supports your thinking?
b. What causes the author’s feelings to change?
c. What does the author mean when he says “my pants are getting awfully tight?”
d. What does the author mean when he says “my legs feel like they are full of lead?”
e. In stanza six, why does the author close his eyes? What evidence supports your thinking?
f. Why does the author say “suddenly my tongue starts to scream?” What evidence supports your thinking?
g. How does the mood change throughout the poem? What adjectives does the author use that help set the mood?

11. Discussion questions related to both texts:
   a. How is the message of the two texts similar? How is it different?
   b. How are the styles used by the two authors different?

**Independent Reading Practice**

Today students are working with the focus skill: comparing and contrasting the most important points and key details presented in two texts on the same topic and asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. Direct students to independently read both “The Monthly Message – Eat Your Greens” and “Yummalicious NOT Nutritious.”

2. Choose the number of TBTBs that you’d like to have your students responding to during and after their reading.

**Differentiation Strategy:** If there are students who have difficulty reading grade level texts, then you may choose to partner them with more proficient readers OR read with them in a small group.

**Differentiation Strategy:** If you feel that reading two texts in one sitting is too much, then you may split the reading into two chunks; one today and one later in the day or the next day.

**Note:** Roving should occur while students read to support fluency and comprehension.
**Talking Back to Books**

<table>
<thead>
<tr>
<th>What type of text is this? How do I know?</th>
<th>The title or illustration makes me think that...</th>
<th>This reminds me of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the author write this? Purpose?</td>
<td>Some examples of good descriptive words are...</td>
<td>The main idea of the text is...</td>
</tr>
<tr>
<td>The character of ________ is important because...</td>
<td>This is not what I expected because...</td>
<td>I predict that...</td>
</tr>
<tr>
<td>I wonder if...</td>
<td>This text is organized like...</td>
<td>This connects to... Another book? An event in my life? Something going on in the world?</td>
</tr>
<tr>
<td>My favorite part was...</td>
<td>I would change the part where...</td>
<td>From the text, I learned that...</td>
</tr>
</tbody>
</table>
Eat Your Greens

How many vegetables did you eat yesterday? In the past week? This month?

Do you eat vegetables? Do you exercise?

There is a new report from the U.S. Centers for Disease Control. It describes what kinds of choices preteens and teens are making. They conducted a survey about eating healthy foods and getting exercise. 2,100 teenagers took the survey.

Health officials say a person should start eating healthy food at a young age. Then they are more likely to make healthy choices as they get older.

The USDA recommends five servings of fruits and vegetables each day. “It’s important for kids to know about growing food. They need to cook it. They need to eat it,” says dietician Anne Roberts. “We want students to think about where their food comes from. They should think about what they are putting into their bodies.”

George Davis is a high school science teacher. He says, “The students in my horticulture class grow vegetables in a small greenhouse garden in the fall and spring. When the vegetables are ready, we take them to the elementary school to share.” “We invite the younger students to come visit our garden,” says Mr. Davis. “We want to get the young kids excited about growing and eating healthy foods.

Consider these questions from the survey:

• Have you eaten any carrots in the past seven days? 55% of students in this state said “yes.”
• Have you eaten a salad in the past seven days? 68% said “yes.”

• Have you eaten a potato in the past seven days? (French fries and other fried potatoes don’t count!) 77% of the teenagers said “yes.”

• Have you eaten vegetables at all? 13% of the students said they hadn’t eaten a single vegetable in the past week.

Why eat vegetables at all? Anne Roberts says, “Vegetables are full of vitamins, minerals and fiber that the body needs. The color of the vegetable tells us what nutrients are in it.” Red fruits and veggies, such as tomatoes and strawberries, contain a powerful nutrient called lycopene. Lycopene helps fight heart disease and some cancers.

Yellow and orange foods contain Vitamin C. Vitamin C might help us fend off colds and flu.

Anne Roberts suggests eating a rainbow of fruits and vegetables every day. “Eat at least one food from each color group. This will make sure that you get at least five servings. It will help you be healthy and strong. You will look better and have more energy.”

There are many other good things about eating healthy food. “Proper nutrition increases school attendance. It helps students pay attention in class. It improves memory. It helps students do better in school.”

“But there’s lots of good food – delicious food – for the kids,” says Mr. Davis. “Next week, the high school cafeteria is serving pizza. The pizza sauce is made from tomatoes grown in our very own garden! It doesn’t get much better than that.”
Yummalicious **NOT** Nutritious!

Oh, the foods I crave
From Oreos to Apple Pie
Powdery sugar piled up high

Food is meant to be delicious
Not icky and sticky
And definitely **NOT** nutritious

I’m only going to live once you see
So bring on the burgers
Top my pizza with triple cheese

Wait, there’s gurgling in my belly
I feel tired and weak
I can’t do anything but fall asleep

My pants are getting awfully tight
My legs feel like they’re full of lead
If I keep eating like this I’ll surely be dead

I close my eyes and take a bite
My fork is full of leafy greens
Suddenly my tongue starts to scream

Hello you lovely, tasty veggies
Could it possibly be
That this green stuff tastes good to me
I like it, yes, yes I do
Give me some more and don’t be shy
Eating healthy is better than fried

I feel wide awake
My energy soars
My pants fit like never before

I promise today to take care of myself
   A little sugar now and then
But mostly veggies to dine on my friend
Part 2- OPINION WRITING: Response to Text – A Taste of Two

Students Will Be Able To:

**Core Standard RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Core Standard RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Core Standard RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Core Standard RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

**Core Standard W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Core Standard W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Materials/Preparation

- Response to Text Journals or loose leaf paper
- One copy to display and student copies of “Persuasive Letter Writing Planning Template”
- One copy to display and student copies of student sample Elliott’s “Persuasive Letter Writing Planning Template”
- One copy to display and student copies of “The Monthly Message – Eat Your Greens” from Part 1
- Once Copy to display and student copies of “Yummalicious NOT Nutritious” from Part 1
- Writing Utensils
- Glue and scissors (if using a Response to Text/Reader’s Response Journal)

Lesson Steps

- Anticipatory Set
- Input
- Modeling
- Independent Practice
Anticipatory Set

1. Tell students that you just got word that the lunch menu for the rest of the week has changed. Instead of what was planned, they’re going to be in charge of deciding what to eat.
2. Ask students to clap twice if they think this is a good idea.
3. Ask students to clap twice if they think this is a bad idea.
4. Share with students that while they’re not really going to get to plan lunch for the week, they do have the power to change or improve what’s being served.
5. Have students turn and talk with a partner and consider whom they’d need to talk to and what steps they’d need to take to make this happen. Ask partnerships to give you a thumbs up when they have suggestions.
6. Invite 3-4 partnerships to share their thoughts.

Input

1. Share with students that sometimes writers not only share and support their opinions, but they also try to persuade or convince readers to think the same way as them in order to make a change. In order to do this, they have to make their opinion seem like the best and only opinion.
2. Tell students that one way to write persuasively, when you want to make a change, is to write a letter to someone that has certain powers to make those changes. Use an example from your own life where you might write a letter convincing or asking someone to help make a change. A possible example could be writing a letter to the mayor trying to convince them to clean up a local park that’s run down.
3. Tell students that if they wanted to persuade the school to improve the lunches by serving healthier and tastier foods, then they could write a letter to the school’s food service director.
4. Share with students that when writing persuasively, even in a letter, you have to provide facts and other people’s opinions that support yours. This makes you more appear more knowledgeable and trusting. Remind them that they can do this by including information they read; for example, the two texts they read yesterday, “Eat Your Greens” and “Yummalicious NOT Nutritious!”
5. Display and distribute copies of “Persuasive Letter Writing Planning Template.”
6. Share with students that this graphic organizer is a tool that can help them plan a persuasive letter to their school’s lunch director. By using this plan, they will sound like confident, knowledgeable and successful writers.
7. Review the 8 parts of “Persuasive Letter Writing Template.” Be sure to focus on how each part can relate to the persuasive letter they’ll be writing to their food service director.
Guided Practice

1. Display the student sample Elliott’s “Persuasive Letter Writing Planning Template.”
2. With student’s help and suggestions, identify the following and discuss:
   - Date: Did he record the date?
   - Greeting/Salutation – Did he write down the name of the person receiving the letter?
   - Lead/Introduction – What technique did he use? Did he name the reason for the letter; the change he wanted?
   - Reasons – Did he plan for reasons for the change? Did he plan for evidence to site from the two texts?
   - Ideas for Change – Did he plan for ideas to make the change happen? Did he plan for evidence from the two texts? From his own life?
   - Wrap-Up Ending – Did he plan for ONE MORE BIG REASON to make the change? Did he wrap-up with ideas already presented?
   - Closing – Did he choose an appropriate salutation for this letter?
   - Signature – Did he sign his name?

Independent Reading Practice

Today students are working with the focus skill: Determining the main idea of a text; recounting the key details and explaining how they support the main idea and asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; comparing and contrasting the most important points and key details presented in two texts on the same topic.

1. Instruct students to use their “Persuasive Letter Writing Planning Template” to plan for their persuasive letter to a food service director.
2. Direct students to use their highlighters to highlight evidence/facts that they’d like to use from both “The Monthly Message – Eat Your Greens” and “Yummalicious NOT Nutritious.” They will then take those highlighted pieces and include them on the planning template.

   **Differentiation Strategy:** *If you feel your students are not capable or ready for the skill of highlighting important information in a text, then you may choose to do this activity as a whole, in small groups, or with partners.*

3. The remainder of the time should be used completing the planning template. If students finish early, they can free write in their writer’s notebooks, add to an old piece, or revise/edit an old piece.

   **Note:** Conferencing should occur while students plan for their persuasive letters.
Persuasive Letter Writing

Date – Provides proof to the reader/receiver as to when the letter was written.

Greeting – Greet the reader/receiver appropriately.

Lead/Introduction -- Paragraph One

Bait the reader/receiver by using a lead technique.
Share with the reader/receiver why you’re writing them. THE REASON for the letter. 
The CHANGE you want to happen.

Factual Reasons-- Paragraph Two

Give the reader/receiver SPECIFIC reasons as to why the change needs to happen.
Include supporting evidence from texts, quotes, or research.
Ideas for Change -- Paragraph Three

Give the reader/receiver your ideas on how to make the change.

Include supporting evidence from texts, quotes, or research AND your own life.

Closing & Wrap Up -- Paragraph Four

Give the reader/receiver ONE MORE BIG REASON to agree with you.

Remind them of why the change is necessary (Wrap Up).

Use key ideas from other parts of the letter.

Salutation – Leave the reader/receiver appropriately.
Goodbye!

Signature – Sign your name, so the reader/receiver knows who it’s from.
Dear Miss Kim,

Would you rather eat a pizza with fresh vegetables or one with cheese that tastes like glue?

I would like to improve lunch at school.

Kids at school are tired - hungry - do bad in school - get sick
- **Eat Your Greens** – Kids need 5 servings of fruits and vegetables.
- **Yummalicious** – Unhealthy food tastes good. Unhealthy food makes you fat and tired.

Healthy eating gives you energy. Red foods help fight cancer. School gardens.

It’s okay to eat some sweets. Good food makes you have energy.
**Ideas for Change -- Paragraph Three**

Give the reader/receiver your ideas on how to make the change.

Include supporting evidence from texts, quotes, or research AND your own life.

Grow our own vegetables- In Eat Your Greens kids grew their own garden and made pizza.  
Ask for families to help - My mom helps out at school sometimes. She likes to grow stuff at home.  
Raise money - carwash penny drive bake sale I helped at a carwash once, it was fun.

**Wrap Up Ending -- Paragraph Four**

Give the reader/receiver ONE MORE BIG REASON to agree with you.

Remind them of why the change is necessary (Wrap Up).

Use key ideas from other parts of the letter.

Healthy foods make us smarter.  
Good foods have vitamins we need. Good foods fight disease. Unhealthy foods make us tired and fat.

Respectfully yours,  

Elliott

Closing -- Leave the reader/receiver appropriately. Goodbye!  

Signature -- Sign your name, so the reader/receiver knows who it’s from.
Part 3- OPINION WRITING: Response to Text – A Taste of Two

Students Will Be Able To:

Core Standard W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.  
Core Standard W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
Core Standard W.3.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Media

- Technology needed to view a YouTube Cheerio’s Commercial clip or other (teacher’s choice)

Note: If this technology is not available, then showing students any kid-friendly advertisement is acceptable

http://youtu.be/DIV55kxs8k4

Materials/Preparation

- One Index card for each student (or similar sized piece of paper)
- One copy to display of student sample Elliott’s “Letter to Miss Kim”
- Students’ completed and planned “Persuasive Letter Writing Template” from Part 2
- Response to Text/Reader’s Response Journals or loose leaf paper
- Task Prompt Strips

Lesson Steps

- Anticipatory Set
- Guided Practice
- Independent Practice
- Closing
Anticipatory Set
1. On the whiteboard, chart paper, or interactive board, have the following displayed:
   Persuasive Writing
2. Distribute one index card to each student.
3. Remind students that in the previous lesson, they learned that one way to persuade someone to do something, or make a change, is by writing a letter. Today they are going to be writing letters to their school’s food service director that they already started planning using the “Persuasive Letter Writing Template.”
4. Tell students that besides letter writing, there are tons of other things that people do to try and persuade or convince people to make a change or even to buy something. Share with students that they probably see or hear some type of persuasion technique everyday.
5. Tell students that they have sixty seconds to write down things people do to convince and persuade others to make a change or buy a product.
6. After the sixty seconds, show an example of a kid-friendly advertisement from a magazine or Internet source or connect to the link below and show a quick 30 second YouTube clip of an old, classic Cheerios Commercial using Peanuts characters. You may also choose a commercial clip of your choice.
   http://youtu.be/DlV55kxs8k4
7. After you show the advertisement, Internet source, or commercial; ask 4-5 students to share an item from their list.

Guided Practice
1. Ask students to pull out their planned “Persuasive Letter Writing Template” from the previous lesson.
2. Display student sample Elliott’s “Letter to Miss Kim.”
3. Review Elliott’s letter with the students, having them refer to their planning template to be sure they’ve included all the parts.
4. Take a few minutes to make suggestions for different closings besides respectfully. Some possible suggestions are below:
   • Regards,
   • Best regards,
   • Sincerely,
   • Yours sincerely,
5. Ask students to consider why you wouldn’t close with “love, yours truly, your friend.”
6. Share with students that this letter is being written to someone that Elliott is trying to persuade to make a change. People write these kinds of business letters all the time. Remind them that they are not writing friends or family, they are writing for business.

7. Encourage students to use an appropriate closing and write it down on their planning template if necessary.

**Independent Reading Practice**

Today students are working with the focus skill: comparing and contrasting the most important points and key details presented in two texts on the same topic and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. Distribute “Task Strips for Persuasive Letter Writing” to each student. Tell them they can either glue these onto their Journal Entry Page once they have it set-up or they can copy from the task strip.

2. Remind students to set-up their Response to Text/Reader’s Response Journal page next to their TTBW thoughts, reactions and questions from the previous lesson.

3. Direct students to use their “Persuasive Letter Writing Template” and begin writing their letter to their food service director.

**Differentiation Strategy:** If you have students who are not at an independent writing level and are not able to craft their own letters from the planning sheet, then using the planning sheet as their finished product is acceptable.

**Note:** Conferencing should occur while students are writing.

**Closing**

1. Have students share their letters in partnerships or small groups.

**Note:** When doing an author’s share, remind students what the classroom’s expectations are for good listeners and good speakers. For example: Good listeners sit with their bodies still, their eyes on the speaker/reader, and think about the piece’s glows and grows. Good speakers/readers sit up straight, speak slowly and clearly at a level that everyone in the group can hear.

**Note Regarding Assessment:**

A writing rubric is included at the bottom of this document. You may wish to allow your students time to go through the revision and editing process. You may also need to revise the rubric or consider using only a portion of it to meet your specific needs and the needs of your students.
March 15,

Dear Miss Kim,

Would you rather eat pizza with fresh vegetables or a pizza with cheese that tasted like glue? Our pizza at school is nasty. Lunch is never very good and we eat really bad stuff. I think we should make lunches healthier and taste better.

Recently my class read two texts about eating healthier and getting good nutrition. Did you know that red foods like tomatoes can help you fight heart disease if you eat them? Me either but I love tomatoes. My neighbor grows lots of tomatoes at his house. I sneak over and pick them and eat them with salt. The article Eat Your Greens had a really cool idea! They had a school garden.
Everyone helped take care of it and used the vegetables and ate them at lunch. They were going to make pizza with them too. Plus sugar and fried foods make us tired and not pay good attention in school. We have a long day and need our energy. The poem *Yummalicious NOT Nutritious* even said that sugar makes you tired and fat.

I suggest that we start a garden and eat from it every day and make stuff with it like pizza. We don’t eat enough vegetables and fruit at school. Kids are supposed to eat 5 servings a day! We could all help take care of the garden and my mom could help too. We could get money by having a carwash and buy better foods too. Lastly don’t you want us to behave at lunch so we are not so noisy? We need to eat healthier so we are not tired, fat, and can help with a garden. Thank you Miss Kim for listening and I will help with the garden. So will my friends.

Respectfully,

Elliot
**Task Prompt Strips**

Cut apart and give to each student to glue into the task portion of their Response to Text Journals.

Copy this page as necessary to supply one to each student.

<table>
<thead>
<tr>
<th>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
<tr>
<td>Write a letter to your school’s food service director suggesting ways to improve the school’s lunch.</td>
</tr>
</tbody>
</table>
### Directions:
Circle the score for each category. Add scores to determine the overall score.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Score</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas &amp; Content</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>W.3.1 W.3.1a, b W.3.4 W.3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer states an opinion and supports a point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons are given to support the opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>W.3.1a, c, d W.3.4 W.3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an organizational structure present that lists reasons to support the point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linking words and phrases are used to connect opinion and reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing contains a concluding statement or section</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>W.3.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer communicates feelings and emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer creates a clear mental picture for the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing holds the reader’s attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The piece is written with task, purpose, and audience in mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>L.3.1a L.3.3a L.3.4d L.3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer uses precise language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts of speech (nouns, pronouns, adjectives and adverbs) are used effectively and correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The words and phrases are chosen for effect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference materials were used to clarify word meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer used grade appropriate words and phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>L.3.1i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing flows and sounds natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing contains simple, compound, and complex sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>W.3.5 L.3.1 L.3.1a L.3.2 L.3.2a, e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing follows standard capitalization, punctuation, spelling, grammar and usage rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Titles are capitalized appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use conventional spelling for high frequency word and for adding suffixes to base words</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>6 5 4 3 2</td>
<td></td>
</tr>
<tr>
<td>W.3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing is neat and legible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The piece was edited</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – Outstanding</td>
<td>5 – Very Good</td>
</tr>
<tr>
<td>4 – Good</td>
<td>3 – Average</td>
</tr>
<tr>
<td>2 – Below Average</td>
<td>1 – Poor</td>
</tr>
</tbody>
</table>

© WriteSteps www.WriteStepsWriting.com