

Incoming 5th Grade ELA Summer Packet

As new 5th graders, you will be reading multiple short texts all about the 19th Amendment to our country's Constitution. This amendment, or change, to the constitution gave all women the right to vote. Unfortunately, when our country was founded, women did not have this right. Only men were actually allowed to vote in elections. You are going to learn all about the *Women's Suffrage* movement in the United States.

This was a social movement where some Americans fought for the law to change, allowing women the right to vote in elections. Thankfully, this movement was a success and women can vote! You will also read about a girl who fought for her right to sit where she wanted on a bus!

As you read all about people standing up for what they believe in, you will be filling out some charts and answering some questions with the information that you have learned. Aside from these charts, you will complete one writing assignment. The directions for the writing assignments are below

The people who fought for women having the right to vote saw a need in their community and took action!

Task: You are going to travel back in time and pretend that you are a Suffragist. You are fighting for women to have the right to vote!

Directions: Pretend you are living in the past, when women and men were fighting for women's right to vote. Write a script for a PSA (Public Service Announcement) about why someone should take action to get women the right to vote! Be sure to describe the issue and offer some important things for the audience to do to take action. Write a script that has **a clear introduction, a convincing argument about the importance of taking action on this issue and a conclusion.**

The PSA should:

- Be a high quality product so people trust it
- Describe the impact of the issue; suggest some possible solutions / actions people can take

- Be engaging so that people remember the information and want to take action
- Be no more than 2 minutes long when read aloud
- Remember a well written PSA/opinion gives the reader information needed to understand the topic and clearly states the focus and gives reason for the opinion that are supported by facts and details
- Follows the rules of writing (grammar, spelling)

You'll also get to look at a **model PSA**, which shows you what a finished PSA looks like. This model will guide you as you complete a **writing plan graphic organizer**—a tool to help you organize your ideas before writing your full PSA.

You may either write your PSA with pencil and paper or type it up and print it.

Don't worry—you'll take it one step at a time! By following the structure, using the model, and thinking carefully, you'll be able to write a strong, thoughtful PSA.

Summer Packets are due the first week of school and will be graded

Paquete de Uerano de ELA para Futuros Alumnos de 5.º Grado

Como nuevos alumnos de 5.º grado, leerán múltiples textos cortos sobre la 19.^a Enmienda de la Constitución de nuestro país. Esta enmienda, o cambio, a la constitución les dio a todas las mujeres el derecho al voto. Desafortunadamente, cuando se fundó nuestro país, las mujeres no tenían este derecho. Solo a los hombres se les permitía votar en las elecciones. Van a aprender todo sobre el movimiento del Sufragio Femenino en los Estados Unidos.

Este fue un movimiento social donde algunos estadounidenses lucharon para que la ley cambiara, permitiendo a las mujeres el derecho a votar en las elecciones.

¡Afortunadamente, este movimiento fue un éxito y las mujeres pueden votar! ¡También leerán sobre una chica que luchó por su derecho a sentarse donde quisiera en un autobús!

Mientras leen sobre personas que defienden aquello en lo que creen, completarán algunas tablas y responderán algunas preguntas con la información que han aprendido. Además de estas tablas, completarán una tarea de escritura. Las instrucciones para las tareas de escritura se encuentran a continuación.

¡Las personas que lucharon por el derecho al voto de las mujeres vieron una necesidad en su comunidad y tomaron medidas!

Tarea: Van a viajar en el tiempo y fingir que son una sufragista. ¡Están luchando para que las mujeres tengan derecho al voto! **Instrucciones:** Imaginen que viven en el pasado, cuando mujeres y hombres luchaban por el derecho al voto de las mujeres. Escriban un guion para un anuncio de servicio público (PSA) sobre por qué alguien debería tomar medidas para que las mujeres obtengan el derecho al voto. Asegúrense de describir el problema y ofrecer algunas cosas importantes que la audiencia pueda hacer para tomar medidas. Escriban un guion que tenga una introducción clara, un argumento convincente sobre la importancia de tomar medidas sobre este tema y una conclusión.

El PSA debe:

- Ser un producto de alta calidad para que la gente confíe en él.
- Describir el impacto del problema; sugerir posibles soluciones/acciones que las personas pueden tomar.
- Ser atractivo para que la gente recuerde la información y quiera tomar medidas.
- No durar más de 2 minutos cuando se lea en voz alta.

- Recordar que un PSA/opinión bien escrito le da al lector la información necesaria para comprender el tema y establece claramente el enfoque y da razones para la opinión que están respaldadas por hechos y detalles.
- Seguir las reglas de la escritura (gramática, ortografía).

También podrán ver un modelo de PSA, que les mostrará cómo se ve un PSA terminado. Este modelo los guiará a medida que completen un organizador gráfico de plan de escritura, una herramienta para ayudarles a organizar sus ideas antes de escribir su PSA completo. Pueden escribir su PSA con lápiz y papel o escribirlo en computadora e imprimirlo. No se preocupen, ¡irán paso a paso! Siguiendo la estructura, usando el modelo y pensando cuidadosamente, podrán escribir un PSA fuerte y reflexivo.

Los paquetes de verano deben entregarse la primera semana de clases y serán calificados.

Summer Reading & Writing Pacing Guide

You are not required to follow this guide exactly. However, it may help you to break down this packet into smaller tasks.

Dates: June 15 – August 30 (11 Weeks)

Summer Packet Assignments:

- Read short texts
- Complete chart/ questions
- Conduct Research on how to help the environment (sources will be given down below)
- Complete a Writing Plan Graphic Organizer
- Write and revise a PSA

Week 1 (June 15–21)

- Read the text "Ten Suffragists Arrested while Picketing at the White House."
- Answer question #1-3 in the boxes next to the text.

Week 2 (June 22–28)

- Complete Close Reading Note-Catcher Ten Suffragists Arrested while Picketing at the White House

Week 3 (June 29–July 5)

- Read the excerpt from "The Suffragists: From Tea-Parties to Prison."

Week 4 (July 6–12)

- Complete Answering Questions About A Text: An Excerpt From The Suffragists: From Tea-Parties to Prison

Week 5 (July 13–19)

- Answer questions # 2-5 from the excerpt from "The Suffragists: From Tea-Parties to Prison."

Week 6 (July 20–26)

- Read the Close Reading Note-Catcher The Girl Who Acted Before Rosa Parks
- Complete Close Reading Note-Catcher The Girl Who Acted Before Rosa Park

Week 7 (July 27–August 2)

- Complete the glossary for the text "The Girl Who Acted Before Rosa Parks."

Week 8 (August 3–9)

- Fill out Writing Graphic Organizer

Week 9 (August 10–16)

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- Look over the Writing Rubric so you know how you will be graded

Week 10 (August 17–23)

- Review the Model PSA on Hunger. Use this as an example
- Start writing your PSA

Week 11 (August 24–30)

- Revise and edit your PSA using the Writing Process Checklist

Submit the packet as a 5th grader!

Guía de Ritmo de Lectura y Escritura de Verano

No tienes que seguir esta guía al pie de la letra. Sin embargo, puede ayudarte a dividir este paquete en tareas más pequeñas.

Fechas: 15 de junio – 30 de agosto (11 Semanas)

Tareas del Paquete de Verano:

- Leer textos cortos
 - Completar tabla/preguntas
 - Investigar sobre cómo ayudar al medio ambiente (se proporcionarán fuentes más abajo)
 - Completar un Organizador Gráfico del Plan de Escritura
 - Escribir y revisar un Anuncio de Servicio Público (PSA)
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Desglose Semanal

Semana 1 (15–21 de junio) Lee el texto "Diez Sufragistas Arrestadas Mientras Hacían Piquetes en la Casa Blanca." Responde a las preguntas #1-3 en los cuadros junto al texto.

Semana 2 (22–28 de junio) Completa el Cuaderno de Notas de Lectura Detallada: "Diez Sufragistas Arrestadas Mientras Hacían Piquetes en la Casa Blanca."

Semana 3 (29 de junio – 5 de julio) Lee el extracto de "Las Sufragistas: De Fiestas de Té a la Prisión."

Semana 4 (6–12 de julio) Completa: Respondiendo Preguntas Sobre un Texto: Un Extracto de "Las Sufragistas: De Fiestas de Té a la Prisión."

Semana 5 (13–19 de julio) Responde a las preguntas #2-5 del extracto de "Las Sufragistas: De Fiestas de Té a la Prisión."

Semana 6 (20–26 de julio) Lee el Cuaderno de Notas de Lectura Detallada: "La Niña Que Actuó Antes Que Rosa Parks." Completa el Cuaderno de Notas de Lectura Detallada: "La Niña Que Actuó Antes Que Rosa Parks."

Semana 7 (27 de julio – 2 de agosto) Completa el glosario para el texto "La Niña Que Actuó Antes Que Rosa Parks."

Semana 8 (3–9 de agosto) Rellena el Organizador Gráfico de Escritura.

Semana 9 (10–16 de agosto) Revisa la Rúbrica de Escritura para saber cómo serás calificado/a.

Semana 10 (17–23 de agosto) Revisa el Modelo de PSA sobre el Hambre. Úsalo como ejemplo. Comienza a escribir tu PSA.

Semana 11 (24–30 de agosto) Revisa y edita tu PSA usando la Lista de Verificación del Proceso de Escritura.

¡Entrega el paquete como si fueras un/a estudiante de 5º grado!

Model PSA

Issue: Hunger

Did you know that 795 million people in the world are hungry? Extreme hunger is the need or want for food far beyond what is usual. Not having enough food or the right kind of food can lead to malnutrition, which can contribute to growth and learning problems in kids. This problem affects people ALL around the world, including our city. In our community, 1 in 5 kids worries about getting enough food each day. But guess what? YOU can help make things better—you can take action to help make a difference in our community!

You might wonder, can I *really* make a difference? I'm just a kid! But there's a *lot* kids can do to make a difference! One thing you can do is build awareness about hunger in our community. Tell others about it! The more people who know, the more people there are who can help work to solve this problem! Another thing you can do is help solve the problem through volunteering and working to help others. For example, kids in School 123 have been delivering meals to those in need in their community. Or, collect and donate money to organizations that already exist to help give food to people in need, like Joshua's Heart. It was started by 13-year-old Joshua, who, with the help of other kids in his community, collects and distributes food for the homeless and hungry. Kids have been working to solve this problem, and you can, too!

Looking at the number of people in the world who are hungry is overwhelming. But if we start small by helping the people in our community, we can start working to solve this problem. We need to take action so we can make a difference in our community!

Written by EL Education for Instructional Purposes. 840L

Close Reading Note-catcher: "Ten Suffragists Arrested while Picketing at the White House"

RI.4.1, RI.4.4, L.4.4

Name: _____

Date: _____

August 28, 1917

Women started parading in front of the White House for "**woman suffrage**," women's right to vote, during January 1917. On August 28 of that year, 10 suffragists were arrested. The women wanted President Woodrow Wilson to support the proposed Anthony amendment to the Constitution, which would guarantee women the right to vote. They started off standing silently, holding **picket** signs reading, "Mr. President, what will you do for Woman Suffrage?" and "How Long Must Women Wait for Liberty?" Riding through the White House gates, his wife by his side, President Wilson customarily tipped his hat to the protestors.

1. What did the suffragists want?

<u>Between June and November 1917, 218</u> <u>protestors from 26 states were arrested and</u> <u>charged with "obstructing sidewalk traffic"</u> <u>outside the White House gates.</u> During that time, messages on the picket signs became more demanding. The women took advantage of the United States' entry into World War I on April 6. When Russian envoys came through Washington, posters proclaimed that the United States was a democracy in name only. Bystanders erupted in violence. What was the suffragists' next move?	2. What does the underlined sentence tell you about who supported woman suffrage?
The leader of the National Woman's Party, Alice Paul, staged a hunger strike in jail after her arrest. Prison doctors had to force-feed her and others. With all the pressure from publicity generated by the White House pickets, the arrests and forced-feedings of women protestors, President Wilson finally lent his support to the suffrage amendment in January 1918. Congress approved it, and on August 18, 1920, with the ratification of the Nineteenth Amendment, women achieved the right to vote. That date is now commemorated as Women's Equality Day.	3. Why did the president decide to support the suffragist amendment?

"Ten Suffragists Arrested while Picketing at the White House." America's Story from America's Library. Library of Congress. n.d. Web.

Glossary

Word	Definition in your own words	Transition (optional)
woman suffrage		
suffragists		
picket		
democracy		
publicity		

Excerpt of "The Suffragists: From Tea-Parties to Prison"

Gluck

Before the prison part, can you describe more what happened with the picketing. Were you **harassed** while you were picketing?

Kettler

We were terribly harassed. There were always men and women standing out there harassing us and throwing some pretty bad insults—and pretty **obscene** ones.

Gluck

The women, too?

Kettler

The women weren't obscene, but the men were quite obscene. During that period, somebody shot right through the open windows of the Little White House of the headquarters—could have killed any woman that happened to be in the right position for it. And we couldn't get police protection. We just couldn't get it!

The police, as I said, left us alone; but when the crowd got too noisy and the police couldn't get rid of them, then they **hailed** us in for obstructing traffic.

Gluck

How large a crowd would gather everyday?

Kettler

I don't remember, but it seemed pretty big to me.

Gluck

Of the people passing by, were they all **hostile**? Did you get any support?

Kettler

We had some support, but you took your life in your hands. If any of the bystanders supported us, they could be beaten by the rest of the crowd.

Gluck

How did you handle the bystanders? Did you just ignore them?

Kettler

We just ignored them. These were our instructions: "Just absolutely pay no attention to them." Then, towards the end, I know they started throwing stuff at the women. We had no police protection whatever—absolutely none. The only protection we had [laughter] was when we were arrested; then we were protected. [Laughter]

Gluck

How did you feel about all this? Were you pretty frightened?

Kettler

Oh, I was brave. My goodness. I was fighting for a cause. I didn't pay attention to them.

Gluck

How did it work? Did the four people stand there all day, or did someone come and—

Kettler

I don't remember. We probably must have had shifts. I don't think that we were there all day; I think we were there so many hours. We did have shifts. What did Doris Stevens say about it? Do you recall? You know, I had two books and I gave them both away. (I'm like that; when I value a thing very much and I value a friendship, I give what I value.)

Later in the interview:

Gluck

So you were picketing a couple of days, then, before the arrest?

Kettler

I don't really know how long I picketed. I cannot tell you that, I do not remember.

On one of the picketing days, the police hauled us in and took us to jail.

Gluck

When you were arrested, were the four of you in one van when they took you off?

Kettler

I suppose so—or one car, whatever it was. All four of us would be arrested at one time. Immediately, the lawyer or somebody was sent to the city jail to **bail** us out.

Gluck

So you weren't really in jail very long when you were first arrested?

Kettler

No, we were probably there an hour. We were bailed out right away and then we appeared in court.

Gluck

How long did you have to wait for your trial to come up, then?

Kettler

I don't remember, but it wasn't very long. After all, they [the N.W.P.] had to board us and that costs money. But they really got a lot of money; they got a lot of contributions.

Gluck

Once you knew you were going to be going to jail, then, how did you feel?

Kettler

I already knew. As I said, I knew it when I was in New York because Katherine told me. She said, "You might go to jail; you might be arrested." I said, "That's all right." But I could not have gone again to jail.

Ernestine Hara Kettler: Behind Bars, The Suffragists: From Tea-Parties to Prison (oral history transcript), BANC MSS 76/88 z, pages 17-20. © 1975 The Oral History Center, The Bancroft Library, The Regents of the University of California, University of California, Berkeley. Used by permission. A facsimile of the original manuscript can be accessed online at <http://digitalassets.lib.berkeley.edu/rohoia/ucb/text/teapartiesprison00glucrich.pdf> (pages 753-759).

Answering Questions about a Text: An Excerpt of "The Suffragists: From Tea-Parties to Prison"

RI.4.1, RI.4.4, RI.4.6, L.4.4

Name: _____ Date: _____

Word	Definition in your own words	Strategy (for example: context, affixes, dictionary)
harassed		
obscene		
hauled		
hostile		

2. a. From this account, did everyone support the suffragists? How do you know? Use evidence from the text to support your answer. (RI.4.1)

- b. How does your answer to 2a connect to the secondhand account, "Ten Suffragists Arrested while Picketing at the White House"? (RI.4.1)

3. How did Ernestine feel about picketing the White House? How do you know? (RI.4.6)

Stop here.

4. a. Is this a firsthand or secondhand account? Circle the correct answer. (RI.4.6)

Firsthand

Secondhand

- b. How do you know? Underline the correct answer. (RI.4.6)

A. Uses pronouns like *I*, *me*, and *we*

B. Uses pronouns like *he*, *she*, and *they*

Refer to the "Ten Suffragists Arrested while Picketing at the White House" secondhand account you read in the previous lesson to answer the following questions.

5. a. How are the two accounts similar? (RI.4.6)

- b. How are the two accounts different?

2 Close Reading Note-catcher: "The Girl Who Acted before Rosa Parks"

RI.4.1, RI.4.4, L.4.4

Name: _____

Date: _____

After school on March 2, 1955, Claudette Colvin walked to downtown Montgomery with three of her classmates. She and her friends were going to take the city bus home from school that day. When they boarded the bus, they sat behind the first five-rows, which were reserved for white passengers. A young white woman boarded the bus after Colvin and her friends and found nowhere to sit because the white section was full.

1. Where was everyone sitting on the bus? Sketch the layout of the bus, including where Claudette Colvin and her classmates sat. (RI.4.1)

Bus drivers had the authority to make black passengers move for white passengers, even if they were sitting in the black section. The bus driver asked Colvin and her friends to get up, which her friends immediately did. She refused to move. On her mind were the lessons she had learned throughout her life, especially during Negro History Month at her school just days before. Though her friends' seats (one next to Colvin and two across the aisle) were now vacant, the white woman refused to sit in them because, according to Jim Crow laws, black people could not sit next to next to white people. They had to sit behind white people to show their inferiority. When asked again, Colvin refused to get up.	2. Why did Claudette refuse to move? Underline evidence in the text to support your answer. (RI.4.1)
The bus driver alerted the traffic police, and three stops later, a traffic officer came onto the bus and asked her why she was sitting there and why she would not get up. She replied, "because it's my constitutional right," and told him she was not breaking the segregation law by sitting there. The traffic officer told the bus driver that the police needed to get involved. A stop or two later, two police officers came onto the bus and instructed Colvin to get up. She refused. She later said, "I could not move because history had me glued to the seat ... Sojourner Truth's hands were pushing me down on one shoulder and Harriet Tubman's hands were pushing me down on another shoulder."	3. Why did Claudette Colvin think of Sojourner Truth and Harriet Tubman when told by the police to move? (RI.4.1)

The police officers each grabbed one of her arms, kicked her, threw her books from her lap, and "manhandled" her off the bus. They shoved her in their police car, handcuffed her through the windows, and took her off to jail. She was the first person to be arrested for challenging Montgomery's bus segregation laws.	4. How did the police officers treat Claudette? How do you know? Use evidence from the text to support your answer.
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Blattman, Elissa. "The Girl Who Acted before Rosa Parks." *National Women's History Museum*. 17 Feb. 2017. Web. Used by permission. <https://www.nwhm.org/blog/throwbackthursday-the-girl-who-acted-before-rosa-parks/>

Glossary

Word	Definition in your own words	Translation (optional)
authority		
vacant		
inferiority		
constitutional		

Characteristics of PSAs Anchor Chart

(Example, for Teacher Reference)

W.4.1a, W.4.1b, W.4.1d, W.4.4

Characteristics of PSAs

PSAs: A public service announcement is a message directed toward people in a community, used to help them become aware of a social issue.

PSAs ...

- Are high-quality. They sound professional so people take it seriously.
- Are engaging. The viewer wants to listen to the end and will remember it.
- Have short, simple sentences that get straight to the point.
- Urge the audience to take action by giving commands rather than suggestions: "Do this," rather than, "You could do this."
- Are appropriate for the target audience:
 - PSAs for children will relate the issue to things children are interested in, will feature children, will be fun, and will state the issues in simple language for children to understand.
 - PSAs for young adults will relate the issue to things young adults are interested in, will feature young adults, and will contain more complex language and details.
 - PSAs for adults will relate the issue to things adults are interested in and will feature adults.

Introductory Paragraph

- Gives background about the issue:
 - Shares a compelling fact about the issue.
 - Briefly describes why it is a problem.
- Tells why action needs to be taken:
 - How does the issue affect the community?
 - How does it affect people around the world?

- **Focus statement:** States an opinion—kids can make a difference about the issue.

Body Paragraph

- **Suggests ways to help address the issue in a way that is convincing, using four actions:**
 - **Awareness**
 - **Service**
 - **Advocacy**
 - **Philanthropy**
- **Provides facts and evidence that show how the actions can improve the community.**

Conclusion Paragraph

- **What?:** Restates problem.
- **So what?:** Calls the audience to action.

Writing Graphic Organizer

Use this graphic organizer to organize your ideas before you begin to write your PSA.
This way, when you start your PSA, you will already have a good idea of what to write.
Do your planning in the boxes on the right.

Introduction Paragraph

Give background information about what suffrage is.	
State an interesting fact about this issue	
State why women not having the right to vote is a problem	
How does this issue impact the community?	

How does this issue impact the world?	
Focus statement: State your opinion about this issue.	

Body Paragraph

Restate Focus Statement	
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What is one thing people can do to help?	
What is another thing people can do to help?	
Restate why this issue is so important	

Conclusion Paragraph

Restate what the problem is	
Call your audience to action. Remind the reader how they can help	
Final thoughts	

Writing Process Checklist

CCSS Assessed:

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

Grade 4: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. The language in **bold** is taken directly from the CCSS.

Opinion Writing Rubric: Grade 4					
Write opinion pieces on topics or texts, supporting a point of view with reasons.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.4.1 W.4.9	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose ¹					
B	W.4.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
C	W.4.1a	Effective or engaging introduction and concluding statement or section	Introduction provides needed context on the topic or text	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the opinion
D	W.4.1d		Concluding statement or section is related to the opinion presented		
E	W.4.1a	Logical progression of ideas from beginning to end; strong connections between and among ideas in paragraphs and sections	Creates an organizational structure in which related ideas are grouped to support the writer's purpose	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas and/or information and ideas seem to be randomly ordered or have an unclear progression
F	W.4.1c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Links opinion and reasons using words and phrases	Connects some ideas using linking words and phrases	Few/no linking words or phrases used; transitions may be awkward

¹ W.4.4 is reflected in all descriptors.

Evidence and Elaboration					
G	W.4.1b	Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific	Provides reasons that are supported by facts and details	Opinion is insufficiently supported by reasons, facts, and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied Expression of ideas may be vague or confusing
H	L.4.3a–c L.4.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Vocabulary is generally appropriate for the audience and purpose	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose	Uses basic vocabulary, and simple or repetitive sentence structure
I	W.4.4 (partial) L.4.3 a–c L.4.6	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
J	W.4.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	List of sources is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions					
K	L.4.1 L.4.3 b	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
L	L.4.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

