

## Lesson 1: Supporting Evidence (1-2 class periods)

<b>Text:</b> "Reading for Fun is Seriously Important" in <i>Steps to Success</i>	
<b>Standards:</b> Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Read and explore a persuasive text.</li> <li>• Identify supporting details in a persuasive text.</li> <li>• Support a persuasive claim using evidence.</li> </ul>	<b>Materials:</b> Graphic organizer example (below) Paper
<b>Assessments of Learning:</b> <ul style="list-style-type: none"> <li>• Teachers can informally assess comprehension during group reading and discussion by monitoring student behavior or asking questions.</li> <li>• Class discussion responses and pair graphic organizers provide more informal assessment opportunities.</li> <li>• Independent graphic organizers can be a formative assessment.</li> </ul>	

### Lesson Procedures

Introduction: (5 minutes)	<p><b>Hook:</b> Everyone has opinions. Opinions are ideas that we support, but they don't have a single right answer. People can have different opinions about the same idea. What are some parts of school we have opinions about? (e.g., best class, favorite lunch food).</p> <p>Allow a partner discussion. Then, introduce the main topic with the whole class. We use reasons to support our opinions. This supporting evidence helps convince people to agree with our claims.</p>
Reading Practice: (30-40 minutes)	<p><b>Group Reading:</b> Divide students into small groups (3-5). Students read the text and answer the questions together.</p> <p><b>Group Discussion:</b> After reading, small groups should answer the question, "What claim was this text arguing?" (It is important to read for fun.)</p> <p><b>Class Discussion:</b> Allow each group a chance to share how they answered the discussion question. Clarify that the text is persuading readers to agree with the claim.</p>

<p>Supporting Claims: (30-40 minutes)</p>	<p><b>Re-Reading:</b> Groups re-read the text. This time, underline supporting details that make the claim persuasive. Students should find evidence from the author that shows <i>why</i> reading for fun is important.</p> <p><b>Pairs Graphic Organizer:</b> Students can draw an evidence graphic organizer, or teachers can print the example on the next page. Using their annotated text as support, students should complete the graphic organizer to show the claim and supporting details of the reading.</p> <p><b>Independent Graphic Organizer:</b> Individually, students complete another graphic organizer supporting an original claim based on the prompt, "What is the best food?"</p> <p>Students can choose any food, but they should include 3 facts to support why their chosen food is the best.</p>
<p>Closing: (5 minutes)</p>	<p><b>Class discussion:</b></p> <ol style="list-style-type: none"> <li>1. How can evidence help convince some else to agree with you?</li> <li>2. Are certain kinds of evidence more convincing than other kinds? (e.g., credible facts)</li> <li>3. How could your graphic organizer outline an essay?</li> </ol>

### **Educator Note!**

Some students may not understand the concept of a persuasive "argument." For them, it may be helpful to discuss that an "argument" is a claim you are trying to convince others to agree with, not a fight or conflict.

### **Accommodations & Modifications:**

- Read the text aloud to students and analyze it as a class, rather than in small groups.
- Complete the graphic organizer collaboratively with a teacher.
- Have students work together to explain their favorite food.

### **Extensions:**

- Write a persuasive paragraph about the claim you made, and use your graphic organizer to help outline your argument.
- Make a 3-5 minute persuasive presentation about why reading for fun is important.

## Reading for Fun is Seriously Important

You may have heard a teacher or family member tell you, “You should read for fun!” But, did you know that reading for fun is seriously important? While it can be enjoyable, reading also helps your brain grow. When you read, you are exercising your brain by thinking, imagining, and learning. This practice helps your brain get stronger, just like exercise helps your body get stronger.

Reading also plays a big role in building vocabulary, which is important for academic success. When you read, you learn new words and how to use them. Knowing more words helps you understand what you read in school. You also get better at expressing your own ideas in writing and talking. A strong vocabulary helps you do better in all subjects, not just reading!

Another great thing about reading is the joy it brings. Reading can take you on exciting adventures. Fiction and nonfiction stories can introduce you to interesting characters and let you explore new worlds. You can read about creative or funny adventures and learn what things were like in the past. You can even read stories that show experiences from your real life. Reading is fun!

Finally, reading lets your imagination grow. When you read stories, you can imagine what everything is like. Picture what the characters look like, where the story takes place, and what might happen next. This creativity helps you think in new ways and come up with your own ideas.

Sometimes, we have to read for school. But, it’s also important to read for fun! Reading is an exercise that helps your brain grow strong. It also builds your vocabulary and imagination. So, it’s seriously important!

1. What does “academic” mean in this text?
  - a. for fun
  - b. in school
  - c. by yourself
  - d. over a long time
2. Which word is a synonym for “expressing”?

a. exciting	b. listening
c. sharing	d. taking
3. What is the root word in “enjoyable”?

a. able	b. en
c. joy	d. le

4. What does “picture” mean in this reading?
- a. draw
  - b. imagine
  - c. photograph
  - d. write
5. What are “experiences”?
- a. things that happen
  - b. things that are exciting
  - c. things that you make up
  - d. things that do not really exist
6. What is the purpose of the first two sentences in this passage?
- a. to explain how reading helps you with learning
  - b. to compare reading for fun and serious reading
  - c. to show a real world example of when reading matters
  - d. to make readers think about the main idea of the reading
7. How does reading change your imagination?
- a. It shows you new words.
  - b. It entertains you with fun stories.
  - c. It helps you come up with new ideas.
  - d. It makes you use your brain to get stronger.
8. Which quote shows the main idea of this passage?
- a. “While it can be enjoyable, reading also helps your brain grow.”
  - b. “When you read, you learn new words and how to use them.”
  - c. “Reading is fun!”
  - d. “Sometimes, we have to read for school.”
9. Malcolm does not enjoy reading most nonfiction books. How can reading for fun still benefit him? Explain in complete sentences.

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*Go read for fun! Even just five minutes of reading for fun can help your brain.*

**Main Claim:** *What claim is the whole argument about?*

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Check: Are you sure this is the biggest claim in the argument?

**Reason 1:** *What is one fact that supports the main claim?*

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Source:

**Reason 2:** *What is another fact that supports the main claim?*

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Source:

**Reason 3:** *What is one last fact that supports the main claim?*

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Source:



## Lesson 2: Counterarguments (1-2 class periods)

<b>Text:</b> "Counterarguments" and "Growth Mindset" or another text in <i>Steps to Success</i>	
<b>Standards:</b> Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Read and analyze informational and persuasive texts.</li> <li>• Identify counterarguments in a persuasive text.</li> <li>• Support a persuasive claim by responding to a counterargument.</li> </ul>	<b>Materials:</b>  Graphic organizer (below)  Paper
<b>Assessments of Learning:</b> <ul style="list-style-type: none"> <li>• Teachers can informally assess comprehension during group reading and discussion by monitoring students or asking brief questions.</li> <li>• Class discussion responses, independent graphic organizers, and exit slips can be used as formative assessments.</li> </ul>	

### Lesson Procedures

Introduction: (5 minutes)	<p><b>Hook:</b> We defend our opinions with reasons. We also explain disagreement with reasons. What are some reasons to disagree with the claim that students should play school sports? (e.g., sports can cause injuries, they take up lots of time)</p> <p>Allow a partner discussion. Then, explain that persuasion is convincing people to agree with you. Part of persuasion is addressing why those people may disagree with you to begin with. Introduce the texts.</p>
Reading Practice: (20-30 minutes)	<p><b>Group Reading:</b> Divide students into groups of 2-5. Have each group work together to read the text from <i>Steps to Success</i>. After reading, groups answer the comprehension questions and discuss the main idea.</p> <p><b>Class Discussion:</b> As a class, explain why the author says it is <i>not</i> effective to only focus on success. Underline text evidence to support explanations.</p>

<p>Analyzing Counterarguments: (30-40 minutes)</p>	<p><b>Counterarguments:</b> Teacher reads aloud the text "Counterarguments." As a class, answer the comprehension questions with the text. Discuss how the "Growth Mindset" text showed counterarguments in the second paragraph.</p> <p><b>Introduce Graphic Organizer:</b> Display the counterargument graphic organizer below. Explain that it depicts two perspectives about an argument. The left side shows the argument that someone could make to disagree with a claim. The right side describes a flaw with that argument, or why the argument may be wrong.</p> <p><b>Graphic Organizer Practice:</b> Independently, students complete a graphic organizer to address the two sides of an argument.</p> <p>For highly independent classes, students could choose their own arguments to analyze. Alternatively, analyze the claim "Students should never have homework."</p>
<p>Closing: (5 minutes)</p>	<p><b>Exit Slip/Notebook:</b></p> <ol style="list-style-type: none"> <li>1. How can a counterargument strengthen your persuasive essays?</li> <li>2. Should you write about a counterargument that is hard for you to disagree with?</li> </ol>

### **Educator Note!**

Some students may struggle to separate their own opinions and beliefs from persuasive arguments and counterarguments. In this case, encourage them to use facts that support their arguments and counterarguments.

### **Accommodations & Modifications:**

- Read aloud the text for students.
- Provide a list of effects in the text that students only find causes for.
- Students complete the graphic organizer collaboratively with a teacher.

### **Extensions:**

- Write a persuasive paragraph about why your favorite food is *not* the best. Remember to carefully think about counterarguments, even if you do not personally agree with those opinions!
- Make a poster display showing causes and effects in the text.

## Growth Mindset

Have you heard that no one is perfect? It's true! And, this idea is part of a **growth mindset**. A growth mindset is believing that working hard and getting better is more important than being successful. When you focus on trying your best and learning from your experiences, you can keep getting better at whatever you do. For example, you might not be perfect at first when you try a new skill like drawing or playing a sport. If you practice and try it more, you will improve. This mindset helps you see challenges as chances to grow, not problems to avoid.

If you only focus on success, like getting the highest score or always winning, you might miss out on important lessons. Sometimes, people who only care about success can get discouraged if they don't do well. Then, they might give up instead of trying again. This can stop them from learning new things. Success is great, but it's not the only thing that matters. What's more important is what you learn along the way and how you get better over time.

When you have a growth mindset, you become a lifelong learner. This means you're always ready to try new things. And, you're excited to keep improving, even when things are tough. You understand that mistakes are part of learning, and that each step forward is a way to grow. This mindset helps you stay curious and open to new experiences. And, this will help you grow and succeed in many different areas throughout your life.

1. What is "practice"?
  - a. Starting a new skill for the first time.
  - b. Trying a skill that you are not good at.
  - c. Staying away from skills that are not easy.
  - d. Repeating a skill to get better at it over time.
2. What is a "lifelong learner"?
  - a. a student
  - b. an old teacher
  - c. someone very smart
  - d. someone who keeps learning
3. What are "challenges"?
  - a. competitions
  - b. ways to practice
  - c. things that are not easy
  - d. things you should avoid



4. What could happen when someone is discouraged?
- a. They give up.
  - b. They feel happy.
  - c. They learn a lesson.
  - d. They get better over time.
5. What does it mean that "mistakes are part of learning"?
- a. Students always get things wrong.
  - b. Learning something new is very hard to do.
  - c. Mistakes help you learn more before you succeed.
  - d. When you finish making mistakes you can start learning.
6. How can someone be "open to new experiences"?
- a. succeed
  - b. try new things
  - c. make mistakes
  - d. share ideas with others
7. Which key word shows the most important idea in this reading?
- a. best
  - b. growth
  - c. learner
  - d. success
8. What can happen if you only focus on success?
- a. You always win.
  - b. You grow and learn.
  - c. You miss important lessons.
  - d. You keep trying again and again.
9. Explain why focusing only on success can be a problem. Include at least one reason from the text.

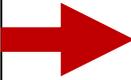
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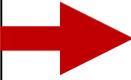
*Practice growth mindset. Next time you make a mistake, feel excited instead of disappointed! Think of that mistake as a chance to learn and get better.*

**Argument**  
*Why might someone disagree?*



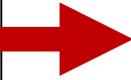
**Counterargument**  
*Why is their argument wrong?*

**Argument**



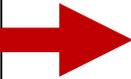
**Counterargument**

**Argument**



**Counterargument**

**Argument**



**Counterargument**

### Lesson 3: Writing Strong Conclusions (1-2 class periods)

<p><b>Text:</b> "Persuasive Conclusion Paragraphs" and "Keys to Happiness: Making a Plan to Expect Success" or another text in <i>Steps to Success</i></p>	
<p><b>Standards:</b> Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Read and explore a nonfiction text.</li> <li>• Identify connections between conclusion paragraph and body paragraphs.</li> <li>• Write an effective conclusion to an argument.</li> </ul>	<p><b>Materials:</b></p> <p style="text-align: center;">Graphic organizer (below)</p> <p style="text-align: center;">Paper</p>
<p><b>Assessments of Learning:</b></p> <ul style="list-style-type: none"> <li>• Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.</li> <li>• Graphic organizers and reflection questions can be used as formative assessments.</li> </ul>	

#### Lesson Procedures

<p>Introduction: (5 minutes)</p>	<p><b>Hook:</b> Good stories usually have a beginning, middle, and end. What are some ways you know you are at the end of a story when you read? (e.g., the problem has been solved, characters go home, "happily ever after")</p> <p>Allow partner discussion. Then, explain that we can use writing strategies to give an argumentative essay a clear ending. Introduce the texts.</p>
<p>Reading Practice: (45-50 minutes)</p>	<p><b>Group Reading:</b> Students work together in small groups (2-5) to read the text from <i>Steps to Success</i> and answer its comprehension questions. Then, analyze the conclusion paragraph; what parts make it an effective conclusion?</p> <p><b>Class Discussion:</b> After reading, entire class discusses the text. Each group should share one part of the conclusion paragraph they discussed.</p> <p><b>Class Reading:</b> Teacher reads aloud "Persuasive Conclusion Paragraphs" to the entire class. Students may take notes about key terms and ideas while listening.</p>

	Afterwards, review each part of the conclusion paragraph to ensure student comprehension. Compare class discussion to the conclusion parts in this text.
Practice Concluding: (25-30 minutes)	<p><b>Class Argument:</b> As a class, outline a persuasive argument for the prompt, "Should students have homework?" Create a claim, at least 2 supporting reasons, and a counterargument. Do not write a conclusion.</p> <p><b>Introducing Organizer:</b> Teacher introduces the persuasive conclusion paragraph graphic organizer (below). Explain that each section corresponds to one part of the conclusion paragraph. Combining the sections with complete sentences makes a conclusion.</p> <p><b>Practice Conclusions:</b> Independently or in pairs, students complete the graphic organizer to write a conclusion paragraph based on the class argument. They should complete each section of the organizer.</p>
Closing: (5-10 minutes)	<p><b>Class Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of a conclusion paragraph in a persuasive essay?</li> <li>2. Why is it important in a conclusion to restate the main points from your body paragraphs that you already wrote about?</li> </ol>

**Educator Note!**

Some students may struggle to visualize each section of the conclusion paragraph. For these students, it may be helpful to use different-colored highlighters to show each part of the conclusion paragraph; for example, highlight the transition phrase in yellow and the main points in blue.

**Accommodations & Modifications:**

- Read and analyze the first text as a whole class instead of in small groups.
- Complete the graphic organizer as a class or in groups.
- Allow students to dictate ideas when writing.

**Extensions:**

- Present completed conclusion paragraphs to the class, noting each part.
- Write a complete conclusion paragraph based on an original argument.
- Create an infographic or presentation about the key parts of a persuasive conclusion paragraph.

## Keys to Happiness: Making a Plan to Expect Success

Making a plan helps you know what to do next and stay organized. Good plans break big tasks into smaller steps. These steps are in an order that makes it quicker to complete the task and should ensure the final work is high quality. Then, it's easier to see what you need to do and when to do it. For example, making a writing plan can help you in class. A plan can outline when you should research, when to write, and when to finish the project.

A plan also reassures you that you can accomplish your goal and know what to do next. When you see your tasks listed in order, it feels less overwhelming. This helps you stay calm and focused. It shows you have a clear path to follow. The plan is like a map, showing the roads you can use to get where you need to be.

To use to a plan, you should follow each step you wrote down. It's important to do one thing at a time and not rush. By sticking to the plan, you can finish your work on time and avoid last-minute stress.

Sometimes, the plan needs to change. If something unexpected happens, you can adjust your plan so it works given the new needs. For example, you may need more time on a step than you thought at first. When you change your plan, you can plan to use the right amount of time to finish every step. This keeps the plan flexible and realistic. So, you can stay on track!

In summary, making and sticking to a plan helps you finish big tasks. Plans can help you know what to do, feel confident, and reach your goals. Adjusting the plan when needed can also help you handle challenges along the way. Just like with goals, the more plans you make, the better you will get at making plans.

1. What does "sticking" mean in this quote?

*"By sticking to the plan, you can finish your work on time and avoid last-minute stress."*

- a. breaking
- b. completing
- c. leaving
- d. not moving

2. Which quote shows the main idea of this reading?

- a. "When you have a plan, you can break big tasks into smaller steps."
- b. "For example, making a plan can help you finish a big project."
- c. "To stick to a plan, you should follow each step you wrote down."
- d. "Just like with goals, the more plans you make, the better you will get at making plans."

- 3.** What does the phrase “In summary” mean in this text?
- a. Keep reading.
  - b. This is the main idea.
  - c. There are many reasons.
  - d. See the end of the reading.
- 4.** What do plans help you do?
- a. work smart and fast
  - b. get the best answers and grades
  - c. know what to do next and stay organized
  - d. put together the final piece of a big project and finish it
- 5.** Which word shares the same meaning as “reassures”?
- a. answers
  - b. focuses
  - c. reminds
  - d. shares
- 6.** What should you do if you need more time than you expected for a plan?
- a. Change the rest of the plan to fit the new need.
  - b. Finish the step you are on, then stop working on the plan.
  - c. Start from the beginning to make a new plan with more time.
  - d. Rush through the step to finish the plan when you expected to.
- 7.** How should you use a plan to succeed?
- a. Write the best plan.
  - b. Follow every step of the plan.
  - c. Skip the least important parts of the plan.
  - d. Keep making plans until you find the best one.
- 8.** How is a plan like a map? Explain using complete sentences.

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*What is a project you want to work on? It could be a school assignment, an art creation, or a new sports skill. Choose the project you want to work on, and make a plan to complete it!*

## Persuasive Conclusion Graphic Organizer

**Transition Phrase**

**Main Points of Argument**

**Response to Counterargument**

**Restate Claim**

**Importance to Reader**

## Lesson 4: Persuasive Writing (2-3 class periods)

<b>Text:</b> "Choosing a Strategy" and any strategy text in <i>Steps to Success</i>	
<b>Standards:</b> Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Read and explore a nonfiction text.</li> <li>• Create a personal claim based on opinion.</li> <li>• Structure a persuasive argument with supporting details.</li> </ul>	<b>Materials:</b> Paper Graphic organizer (below) Poster materials
<b>Assessments of Learning:</b> <ul style="list-style-type: none"> <li>• Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.</li> <li>• Class discussion responses and graphic organizers provide more informal assessment opportunities.</li> <li>• Writing responses and presentations can be summative assessments.</li> </ul>	

### Lesson Procedures

Introduction: (5 minutes)	<p><b>Hook:</b> People learn in different ways, and they use different strategies to succeed. They choose a strategy that works best for them, based on their skills and needs. What are different strategies you can use to learn a new game? (e.g., watch someone play, practice on your own)</p> <p>Allow a partner discussion. Then, introduce the main topic: persuasive essays can explain opinion arguments.</p>
Reading Practice: (30-40 minutes)	<p><b>Class Reading:</b> As a class, read "Choosing a Strategy." Students can take notes while reading. Then, discuss the answers to each reading comprehension question.</p> <p><b>Group Reading:</b> Allow students to choose one strategy-related text in <i>Steps to Success</i>. Students who chose the same text work together in groups (2-4) to re-read the text. After reading, groups discuss the text and summarize the main ideas together.</p> <p><b>Class Discussion:</b> Students from each group share their strategy with the class. They should share the strategy name and a basic description of the strategy.</p>

<p>Argument Construction (45-60 minutes)</p>	<p><b>Prompt Discussion:</b> Teacher introduces writing prompt, “What is your best learning strategy?” Explain that there are no wrong answers to this opinion question, but claims should be supported by reasons and explanation. Students should include their personal experience using the strategy.</p> <p><b>Introducing Organizer:</b> Teacher introduces persuasive structure graphic organizer. Explain that the claim is the first section and is summarized again in the last section. The middle sections add evidence and counterarguments to support the claim. Each section can be a different paragraph. Model writing the first section with an example.</p> <p><b>Planning:</b> Students use the graphic organizer to plan an argument responding to the prompt: what is your best learning strategy? They should write about one of the strategies shared in the book. Students can incorporate research, depending on time constraints.</p> <p><b>Writing:</b> Students write a complete, persuasive essay based on their graphic organizer plan. Depending on time, students can peer review or self-edit their writing.</p>
<p>Presenting Arguments: (45-60 minutes)</p>	<p><b>Poster:</b> Each student creates an infographic poster based on their persuasive essay. Posters should describe their chosen strategy and how others can use it. They should be neat and engaging.</p> <p><b>Presentation:</b> Students take turns briefly presenting their posters to the class. They should share their arguments clearly and attempt to persuade their peers.</p>

### Educator Note!

Students may ask for additional information about their chosen strategy. If time is available, consider allowing them to do additional research.

#### Accommodations & Modifications:

- Students dictate writing to a teacher.
- Students work in pairs to create their persuasive writing piece and poster.

#### Extensions:

- Teach a younger class of students about your chosen strategy.
- Describe a situation when your strategy would not be the best to use.

## Choosing a Strategy to Answer Questions

Teachers ask questions about what you just learned to see how well you understand the lesson. When your teacher asks the questions, you might know what to expect. You've been listening to how they explain things. But, it can be hard to answer questions from other people.

When people write questions in a test or a worksheet, be careful with your answers. They might mix up the types of questions or use different words. So, it is important to read each question carefully. And, think about what strategy you should use to answer it. This helps you choose the best way to solve the problem or explain your answer.

Some students like to use strategies that are not connected to the questions they answer. Those students don't read carefully. People who write tests know these strategies. Some of those strategies are: "the answer is usually C," "if there are 3 numbers, add them up to get the answer," and "the longest answer is always right." Tests are written so students who use these ideas do not score well. To do well, students should choose a strategy that comes from the question. Read carefully, think hard, and choose the best strategy for each question.

When you read carefully to answer a question, take your time to understand what the question asks. For vocabulary questions, look for clues around the word to figure out what it means. For main idea questions, think about what the whole story or passage is mostly about. For key detail questions, go back and find the part of the text the question is asking about. Reading slowly and paying attention will help you pick the best strategy to find the answer.

1. Which quote explains the definition of a strategy?
  - a. "understand the lesson"
  - b. "what to expect"
  - c. "way to solve the problem"
  - d. "part of the question"
  
2. What is a good clue to understand what "paying attention" means?
  - a. "reading slowly"
  - b. "will help you"
  - c. "pick the best strategy"
  - d. "find the answer"
  
3. Which quote explains how to "read carefully"?
  - a. "look for clues"
  - b. "take your time"
  - c. "figure out what it means"
  - d. "find the answer"

4. What are these three strategies quoted from the text?  
“the answer is usually C”, “if there are 3 numbers, add them up”, and “the longest answer is always right”
- best ways to solve questions
  - strategies that test writers know
  - solutions students do not like to use
  - answers that usually score well on tests
5. What is a strategy you can use to find the main idea of a reading?
- Think what the text is mostly about.
  - Find a specific key detail in the story.
  - Look for clues around vocabulary words.
  - Go back and read one part of the text again.
6. Why does the first paragraph begin by writing about teachers?
- to introduce the main topic of this reading
  - to show why teachers make tests hard for students
  - to give examples of good and bad testing strategies
  - to compare questions from teachers to questions on other tests
7. Which strategy would help answer, “What does synonym mean?”
- Read the question quickly.
  - Go back to one part of the text.
  - Look for clues around the word.
  - Think about what the whole story is about.
8. What does it mean to “choose a strategy that comes from the question”?  
Explain your answer in complete sentences.

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*On the next quiz you take, read the questions slowly to choose the best answering strategy. Before answering, write down the strategy you will use!*

## Structure a Persuasive Argument

What is the best strategy? Make an outline to support your opinion claim.

### State your opinion claim:

### Explain your opinion claim:

- Reason #1:
  
- Reason #2:
  
- Reason #3:

### Discuss a counterargument:

- Counterargument:
  
- Reason against counter:

### Summarize your opinion claim and reasoning:

## Writing Rubric

Name: \_\_\_\_\_

Total: \_\_\_\_\_ out of 25

### Topic sentences 2/25 points

Topic sentences are unclear or missing. <b>1</b>	Topic sentences are vague or partial. <b>1.5</b>	Topic sentences clearly organize the topic. <b>2</b>
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### Supporting details 2/25 points

Includes 0-1 factual details. <b>1</b>	Only 2 details are given, or some facts are incorrect. <b>1.5</b>	More than 2 details are given, and all included facts are correct. <b>2</b>
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### Conclusion 2/25 points

Conclusion is unclear or too short to capture the topic. <b>1</b>	Conclusion is vague or partially shows the topic. <b>1.5</b>	Conclusion shows full understanding of the topic. <b>2</b>
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### Grammar 2/25 points

Grammar inhibits understanding. <b>1</b>	Grammar detracts from reader's understanding. <b>1.5</b>	There are 0-2 minor grammatical mistakes. <b>2</b>
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\* Subtract 0.1 scoring points for each misspelling or incomplete sentence.

### Voice 2/25 points

Author's voice is not identifiable. <b>1</b>	Author's voice is generic or partially identifiable. <b>1.5</b>	Author's voice is unique and clearly identifiable. <b>2</b>
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### Strategy description 5/25 points

Strategy description is inaccurate or unclear. <b>1</b>	Strategy is partially described or includes 1-2 inaccuracies. <b>3</b>	Strategy is described clearly and with accurate explanation. <b>5</b>
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### Personal Use 5/25 points

There are no examples of personal use. <b>1</b>	There is only 1 example of personal use. <b>1.5</b>	There are at least 2 examples of personal use. <b>2</b>
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### Persuasive claim 5/25 points

No claim is made, or claim is not supported by any factual details. <b>1</b>	Claim is vague or only supported by 1-2 details. <b>3</b>	Claim is clear and supported by at least 3 factual details. <b>5</b>
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## Presentation Rubric

Name: \_\_\_\_\_

Total: \_\_\_\_\_ out of 10

### Poster Content

**4/10 points**

Poster does not accurately describe the strategy or reasoning.

**1**

Poster includes 1-2 errors or unnecessary details.

**2.5**

Poster accurately describes the strategy and reasoning.

**4**

### Poster Design

**2/10 points**

Poster is illegible or design is distracting from content.

**1**

Poster is untidy or uses few design elements.

**2.5**

Poster design is neat and engaging.

**4**

### Speech

**2/10 points**

Speech is unintelligible.

**1**

Speech is occasionally too quiet or lacks fluency.

**1.5**

Speech is fluent and audible.

**2**

### Listening

**2/10 points**

Presenter frequently interrupts or ignores other speakers.

**1**

Presenter interrupts or ignores other speakers 1-2 times.

**1.5**

Presenter actively listens to and does not interrupt other speakers.

**2**

## Answer Keys

### Reading for Fun is Seriously Important

1. B
2. C
3. C
4. B
5. A
6. D
7. C
8. A
9. Correct responses explain that any type of book can have benefits. Examples:
  - Fiction or nonfiction books can help his brain and make him happier.
  - Malcolm can find a book he does like, and that can help him. It can still help his imagination and vocabulary.

### Growth Mindset

1. D
2. D
3. C
4. A
5. C
6. B
7. B
8. C
9. Complete responses reference the text. Possible reasons are missing out on important lessons, giving up, or not learning new things. Examples:
  - Focusing on stress can make you give up if you're not perfect at first.
  - You don't have a growth mindset. So, you might not learn new things.

### Keys to Happiness: Making a Plan to Expect Success

1. B
2. A
3. B
4. C
5. C
6. A
7. B
8. Both a plan and a map show you what steps to take. Examples:

- A plan shows what steps you take to get to a goal. A map shows what roads you take to get somewhere.
- The steps in a plan are like the roads on a map of where you're going.

### Choosing a Strategy

- 1.** C
- 2.** A
- 3.** B
- 4.** B
- 5.** A
- 6.** D
- 7.** C
- 8.** Sentences explain the quote means to answer a question by thinking about the question. For example:
  - It is better to read the question than to guess answers with a strategy like "always pick C."