

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.**
- b. States a clear position in support of a proposal.**
- c. Supports a position with relevant evidence.**
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.**
- e. Addresses reader concerns.**
- f. Excludes extraneous details and inappropriate information.**
- g. Provides a sense of closure to the writing.**
- h. Raises the level of language using appropriate strategies (word choice).**

## Vaccinations

What! How can some people be against vaccination? Well, believe it or not some people are against vaccination! I am not against vaccination. Are you? Here I am to prove that vaccination is good to children to prevent diseases. Read my paragraphs to hear my facts about my opinion.

If you don't vaccinate your child then it endangers other children. If your child has chicken pox and has not been vaccinated he can spread it to other children! If your child is vaccinated then his classmates aren't in danger. A woman from the internet said, "If too many kids aren't vaccinated then the ones who are vaccinated are in risk of danger!" This is one of my facts to prove that you should vaccinate your child.

Although the vaccination is not 100% perfect it still increases the resistance to the diseases. It helps the odds decrease that carries around and expose to other people. Vaccination is good for children although that it isn't 100% sure it still causes a small chance of causing a problem, but the risks are much smaller if the children is vaccinated.

Well, did you hear what I had to say? I backed up my opinion with facts. Now do you think children should be vaccinated against diseases? I still think you should. If you agree with me then go out there and vaccinate your child if you haven't. Thank you for listening to my opinion. Goodbye!

<b>Element</b>	<b>Evidence/Example(s)</b>	<b>Strategies Used</b>
<p><b>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest</b></p>	<p><b>"What! How can some people be against vaccination? Well, believe it or not some people are. . ."</b></p>	<p><b>Making an emotional statement that develops reader interest Takes on the opposing viewpoint in a way that creates a speaker's voice</b></p>
<p><b>b. States a clear position in support of a proposal</b></p>	<p><b>"I'm not against vaccination. Are you? Here I am to prove that vaccination is good to prevent diseases."</b></p>	<p><b>Makes definite statement about what will be proven in the piece</b></p>
<p><b>c. Supports a position with relevant evidence</b></p>	<p><b>"If your child has chicken pox and has not been vaccinated he can spread it to other children!" "It helps the odds decrease. . .the risks are much smaller." "A woman from the internet said. . ."</b></p>	<p><b>Gives relevant examples of evidence for the argument of being "pro vaccination"  Attempts to use a quote from a source</b></p>
<p><b>d. Creates an organizing structure appropriate to a specific purpose, audience, and context</b></p>	<p><b>"Read my paragraphs to hear my facts about my opinion."  "Although the vaccination is not 100% perfect it still increases the resistance to the diseases."</b></p>	<p><b>Using paragraphs to show introduction, facts/details, and conclusion  Use of transition words and phrases</b></p>

**Analysis of Student Work/Teacher Commentary 5<sup>th</sup> Grade Example 10**

<p><b>e. Addresses reader concerns</b></p>	<p><b><i>“Although the vaccination is not 100% perfect it still increases the resistance to the diseases.”</i></b></p>	<p><b><i>Mentions the opposing viewpoint’s argument of vaccinations not being totally perfect; Includes a counter-argument</i></b></p>
<p><b>f. Excludes extraneous details and inappropriate information</b></p>		
<p><b>g. Provides a sense of closure to the writing</b></p>	<p><b><i>“Well did you hear what I had to say? Now do you think children should be vaccinated against diseases?”</i></b></p> <p><b><i>“I still think you should. If you agree with me then go out there and vaccinate you child if you haven’t.”</i></b></p>	<p><b><i>Revisits questions asked in the beginning of piece</i></b></p> <p><b><i>Restates stance and challenges reader to take action</i></b></p>
<p><b>h. Raises the level of language using appropriate strategies (word choice)</b></p>	<p><b><i>“Prevent diseases,” “endangers,” “spread,” “increases,” “decreases,” “resistance,” “risks”</i></b></p>	<p><b><i>Uses words and phrases specific to the subject (topic of vaccination)</i></b></p>

Strength/Positive	Specific Example(s)	Strategy Used
<p>1. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p>	<p>“What! How can some people be against vaccination? Well, believe it or not some people are. . . “</p>	<p>Making an emotional statement that develops reader interest and takes on the opposing viewpoint in a way that creates a speaker’s voice</p>
<p>2. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p>	<p>“Read my paragraphs to hear my facts about my opinion.”</p>	<p>Using paragraphs to show introduction, facts/details, and conclusion</p>
<p>3.</p>		

Need	Specific Next Step for Improvement
<p>1. Excludes extraneous details and inappropriate information</p>	<p>In the second paragraph, reread the sentences to make sure that your point is clear. The quote that is used does not match up with your argument. You will need to revise the sentence or sentences so that they make sense.</p>
<p>2. Supports a position with relevant evidence</p>	<p>Add at least <i>two different examples</i> of relevant evidence that will support each argument. Make sure that you do not just restate the same details or evidence.</p>

- a. Captures a reader's interest by setting a purpose and developing a point of view.**
- b. Sustains a focused topic.**
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.**
- d. Includes relevant examples, facts, anecdotes, and details.**
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).**
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.**
- g. Provides a sense of closure.**

## Eleanor Roosevelt

### *Childhood*

Eleanor Roosevelt was born in 1884 in New York. She was called by her middle name Eleanor instead of her first name Anna. She grew up sad and unhappy. Eleanor was a orphan at age 9. When Eleanor became a orphan she lived with her grandparents. When she was 15 she went to school in England. Her father was the Brother of Theodore Roosevelt. When she returned from England she helped immigrants.

### *FDR*

In 1905 Her and FDR got married. Her and FDR were distant cousins. They had 6 children one died as a baby. FDR was elected governor in 1928. While her and FDR were on vacation FDR got polio in 1921. When he got polio he couldn't walk so he used a wheelchair. He was the very first president to be in a wheelchair. He was elected president in 1933. Her went to parties to tell people about FDR. Her and FDR both wanted to help people.

### *Helping Others*

Eleanor worked for women's rights. She got organizations to help her. She gave food and shelter. She asked people what they needed. She helped Marian Anderson have a concert.

### *Work as First Lady*

Eleanor involved in politics and traveled for FDR. She represented the president and she wrote a news paper called my Day. She fought for African American's rights. She also met with men and women in the military. In 1933 she got more than 300,000 letters from people. She was the first first lady to fly in a airplane.

### *How Eleanor Roosevelt Change America*

Eleanor worked for women's, African American, and human rights. She worked for world peace. She wrote Universal Declaration of Human Rights. She was a member and founder of U.N.



<b><i>Element</i></b>	<b><i>Evidence/Example(s)</i></b>	<b><i>Strategy Used</i></b>
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<p><b><i>b. Sustains a focused topic</i></b></p>		
<p><b><i>c. Includes the appropriate purpose, expectations, and length for the audience and the genre</i></b></p>		

<p><b>d. Includes relevant examples, facts, anecdotes, and details</b></p>		
<p><b>e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers)</b></p>		
<p><b>f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic</b></p>		
<p><b>g. Provides a sense of closure</b></p>		

<b>Strength/Positive</b>	<b>Specific Example(s)</b>	<b>Strategy Used</b>

<b>Need</b>	<b>Specific Next Step for Improvement</b>