



# **Unit 2 Teamwork**

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**Writing Focus: Argument**



## Write Like a Reporter

# Argumentative Paragraph

**Student Prompt, p. 38** Reread the story *What Jo Did* paying close attention to the sequence of events, the facts, and details. Should Jo have taken off her hat at the beginning of the basketball game? In a one-paragraph argument, tell whether you agree or disagree with Jo’s decision. Use evidence from the story to state your opinion and support your argument. Use linking phrases such as *for instance*, *in order to*, and *in addition* to make your reasoning clear.

**Writing to Sources** After students reread the story, discuss whether Jo should or should not have taken off her hat at the beginning of the basketball game. As students begin their arguments, remind them to state an opinion. Guide them to use facts and details from the story to support their reasoning. Remind students to use linking phrases to make their arguments clear.

**Students’ paragraphs should:**

- state an opinion
- provide reasons that are supported by facts and details from the story
- link opinion and reasons using words and phrases related to the opinion presented
- demonstrate strong command of the conventions of standard written English

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).



## Connect the Texts

## Argumentative Essay

**Student Prompt, p. 40** Look back at *What Jo Did* and the advertisement “Stickfast Hoop.” Consider the main ideas the two readings have in common. Would Jo buy a Stickfast Hoop? Write a one-paragraph argument using details and facts from both texts to support your reasoning. Group your ideas in an organizational structure that clarifies your opinion and support.

**Writing to Sources** Discuss the details, facts, and characters in *What Jo Did*. Then discuss the persuasive purpose of the advertisement for the Stickfast Hoop. Guide students to consider how what they know about Jo’s character helps them determine whether or not she would want to buy a Stickfast Hoop. Students’ arguments should use relevant facts and details from both texts in an organizational structure that makes their reasoning clear.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Opinion is somewhat supported; response may lack focus or include unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts and details.	Ideas are unevenly conveyed, using overly-simplistic language; lack of domain-specific vocabulary.	Command of conventions is uneven.
1	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

## © Common Core State Standards

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## Write Like a Reporter

# Argumentative Paragraph

**Student Prompt, p. 42** Reread *Coyote School News*, and then focus on the stories in the newspaper. Why are Monchi’s stories good? In one paragraph, state your opinion and use details from the reading—including the newspaper—to support your argument. Use linking phrases such as *for instance* and *in addition* to make your reasoning clear.

**Writing to Sources** After students reread *Coyote School News*, discuss the stories in the newspaper. Ask students whether Monchi’s stories are interesting, clear, and correctly written. Then ask, “Are the stories good?” Students should state an opinion and support it with details from the text. Remind students to use linking words and phrases to make their arguments clear.

**Students’ paragraphs should:**

- clearly state an opinion
- provide reasons that are supported by details from the text
- link opinion and reasons using words and phrases related to the opinion presented
- demonstrate strong command of the conventions of standard written English

**© Common Core State Standards**

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).





## Connect the Texts

## Argumentative Essay

**Student Prompt, p. 44** Reread *Coyote School News* and “How to Start a School Newspaper.” Based on your readings, what kind of editor would help the *Coyote News* school newspaper the most? Write a one-paragraph argumentative essay in which you give your opinion and support it with reasons. Most importantly, support your reasons with details from both readings. Conclude your paragraph with a sentence that relates your reasons and your opinion.

**Writing to Sources** After students reread the story and the how-to article, have them discuss which kind of editor would benefit the newspaper the most. Then have each student write a one-paragraph argumentative essay in which they use details, such as quotations and facts, from both texts to support their opinions. Have students write a concluding sentence that relates their reasons and their opinion.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Opinion is somewhat supported; response may lack focus or include unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts and details.	Ideas are unevenly conveyed, using overly-simplistic language; lack of domain-specific vocabulary.	Command of conventions is uneven.
1	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

 Common Core State Standards

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).



## Write Like a Reporter

# Argumentative Paragraph

**Student Prompt, p. 46** As you reread *Scene Two*, list the sequence of events. Do you think the characters learned how to solve problems as a team? In a one-paragraph argument, create an organizational structure that gives your point of view. Support your opinion with reasons based on details from the text. Use words or phrases such as *because*, *for instance*, *in order to*, and *in addition* to make your reasoning clear.

**Writing to Sources** After students reread the play, have them list the main events. Students should examine the text for evidence of the characters working as a team and base their opinions on details from the text. Remind students to establish an effective organizational structure and to use linking words and phrases to make sure their arguments are organized and clear.

**Students' paragraphs should:**

- create an organizational structure in which related ideas are grouped to support the writer's purpose
- provide reasons that are supported by details from the text
- link opinion and reasons using words and phrases related to the opinion presented
- demonstrate strong command of the conventions of standard written English

**© Common Core State Standards**

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.a.** Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").



## Connect the Texts

## Argumentative Essay

**Student Prompt, p. 48** Reread *Scene Two* and the poems “Home” and “Front Porch.” Compare and contrast how the speakers or characters describe their homes or hometown. Which reading describes the setting and details of the homes or hometown best? State your opinion in an argumentative essay and use details, including quotations, from all three readings to support your opinion. Use linking words and phrases to make your reasoning clear.

**Writing to Sources** After students reread the play and the poems, have them point out descriptive details in the passages. Ask them to write argumentative essays about which passage best describes a home or hometown. Students should include quotations as evidence from each text to support their opinions. Remind students to use linking words and phrases to make their arguments clear.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Opinion is somewhat supported; response may lack focus or include unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts and details.	Ideas are unevenly conveyed, using overly-simplistic language; lack of domain-specific vocabulary.	Command of conventions is uneven.
1	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).



## Write Like a Reporter

## Argumentative Paragraph

**Student Prompt, p. 50** Reread *Horse Heroes*. Then look at p. 265, which states, “The teams risked death together on a daily basis.” Does the author successfully support this claim in the rest of the selection? List the related details that the author presents. In a one-paragraph argument, state your opinion and support it with reasons and details from the text. Use words or phrases such as *for instance*, *in order to*, and *in addition* to make your reasoning clear.

**Writing to Sources** After students reread *Horse Heroes*, ask them to list the details that relate to how the Pony Express horses and riders put their lives in danger. Tell students to base their opinions on details from the text. Remind them to use linking words and phrases to make their arguments organized and clear.

**Students’ paragraphs should:**

- state an opinion clearly
- provide reasons that are supported by details
- link opinion and reasons using words and phrases related to the opinion stated
- demonstrate strong command of the conventions of standard written English

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).





## Connect the Texts

## Argumentative Essay

**Student Prompt, p. 52** Reread the part of *Horse Heroes* about the Pony Express on pp. 264–267 and the article about the Pony Express Web site on pp. 278–281. In your opinion, did the e-mails and Web site give you useful new information about the Pony Express? In one paragraph, state your opinion, give reasons, and use facts and details from both readings to support your reasons. Conclude your paragraph with a sentence that clarifies your opinion.

**Writing to Sources** After students reread the *Horse Heroes* passage, the e-mails, and the information from the Web site, ask them to point out the main facts in the selections. Have them write a one-paragraph argument about whether the Web site gave useful new information about the Pony Express. Students should include evidence from each text to support their opinions. Remind students to clarify their opinions with concluding sentences.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
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1	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).



## Write Like a Reporter

## Argumentative Paragraph

**Student Prompt, p. 54** Reread *So You Want to Be President?* and make careful notes of facts and details. In your opinion, which two facts in the passage are most important to know if you want to become President someday? In a one-paragraph argument, state your opinion and support it with reasons and details from the text. Conclude your argument with a sentence that sums up your evidence and your opinion.

**Writing to Sources** After students reread the passage, have them list the main facts and details. Each student should choose the two facts he or she believes are most important for potential presidential candidates to know. Guide students to clearly state their opinions and support them with evidence from the text. Remind students to write a concluding sentence that effectively sums up their evidence and reasoning.

**Students' paragraphs should:**

- clearly state an opinion
- provide reasons that are supported by details
- provide a concluding sentence that follows from the opinion presented
- demonstrate strong command of the conventions of standard written English

**© Common Core State Standards**

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").



## Connect the Texts

## Argumentative Essay

**Student Prompt, p. 56** Reread *So You Want to Be President?* and “Our National Parks.” On pp. 300–301, the author describes some qualities the Presidents have had in common. In your opinion, which qualities also describe the Presidents who established the national parks? State your opinion in one paragraph and use facts and details from each passage to support your opinion. Write a concluding sentence to sum up your reasoning.

**Writing to Sources** After students reread the texts, guide them to concentrate on the qualities that Presidents have in common (pp. 300–301) and then infer why Presidents Lincoln and Grant might have set aside land for the national parks. Students should write a one-paragraph argument linking qualities from *So You Want to Be President?* and the text about the parks. Students should include evidence from each text to support their opinions. Remind students to include a concluding sentence to sum up their arguments.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
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0	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

## Prove It!

# Argumentative Essay

**Academic Vocabulary**

In an **argumentative** essay, a writer presents an opinion and supports it with reasons and evidence. An argument tries to persuade an audience to think or act a certain way.

**ELL**

**Introduce Genre** Write *opinion* on the board. Explain that an opinion is a belief that cannot be proved true or false. Writers make their opinions persuasive by supporting them with evidence such as facts and details.

## The Role of Teamwork

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**Argumentative Essay**

In this unit, students have had the opportunity to write in the argument mode. Remind students of texts and writing tasks (such as Write Like a Reporter and Connect the Texts) in which they have encountered and practiced argumentative writing.

**Key Features of an Argumentative Essay**

- introduces a topic and states an opinion clearly
- includes sound reasoning supported by facts and details
- includes words and phrases to effectively link reasons for opinions
- is organized so that related ideas are grouped to best serve the writer's purpose
- has a conclusion related to the opinions presented

## Writing Task Overview

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Each unit writing task provides students with an opportunity to write to sources. To successfully complete the task, students must analyze, synthesize, and evaluate multiple complex texts and create their own written responses.

**The Role of Teamwork**

**Part 1:** Students will reread and take notes on the selected sources. They will then respond to several questions about these sources and discuss their written responses with partners or in small groups.

**Part 2:** Students will work individually to plan, write, and revise their own argumentative essay.

**Scorable Products:** evidence-based short responses, an argumentative essay

## The Role of Teamwork: Writing Task – Short Response

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### Teacher Directions:

**1. Introduce the Sources** Refer students to the following texts in the Student Edition:

1. *Coyote School News*, pp. 202–219
2. *Scene Two*, pp. 234–247
3. *Horse Heroes*, pp. 262–273

Explain to students that they will need to draw evidence and support from the texts above in order to answer evidence-based short response questions and to write an argumentative essay. Students should take notes and categorize information as they closely reread the texts. Students should be given paper or a relevant graphic organizer from the TR DVD for note-taking.

**2. Provide Student Directions and Scoring Information (p. 62)** Answer any task-related questions students may have. If necessary, provide additional paper for students to write their responses.

**3. Initiate the Writing Task** If you are timing this part of the task, you may wish to alert students when half the allotted time has elapsed and again when 5 minutes remain.

**4. Facilitate Collaboration** After students have completed their written responses to the evidence-based short response questions, assign students to small groups to discuss their responses. As needed, provide rules and strategies for students to express ideas as well as to link to and build on those of their classmates.

### © Common Core State Standards

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Speaking/Listening 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (Also **Writing 1.a.**, **Writing 1.b.**, **Writing 1.c.**, **Writing 1.d.**)

**Scoring Information**

Use the following 2-point scoring rubrics to evaluate students' answers to the evidence-based short response questions.

- Using details from the texts, describe the key role teamwork played in each selection.

Analysis Rubric	
<b>2</b>	The response: <ul style="list-style-type: none"> <li>demonstrates the ability to analyze similarities and differences among the texts</li> <li>includes specific details that make reference to the texts</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>demonstrates limited ability to analyze similarities and differences among the texts</li> <li>includes some details that make reference to the texts</li> </ul>
<b>0</b>	A response gets no credit if it demonstrates no ability to analyze similarities and differences among the texts or includes no relevant details from the texts.

- Think about how Monchi worked with his classmates and family, how the student playwrights worked as a team, and how the Pony Express riders and others teamed with their horses. Contrast the way they did so to achieve something, complete a task, or meet a challenge. Support your answer with key words and phrases from the texts.

Synthesis Rubric	
<b>2</b>	The response: <ul style="list-style-type: none"> <li>demonstrates the ability to synthesize information from the sources in order to describe desirable qualities in a team member</li> <li>includes specific details that make reference to the texts</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>demonstrates limited ability to synthesize information from the sources in order to describe desirable qualities in a team member</li> <li>includes some details that make reference to the texts</li> </ul>
<b>0</b>	A response gets no credit if it demonstrates no ability to synthesize information from the sources or includes no relevant details from the texts.



3. Consider what you have read about people working as teams. Evaluate whether teamwork is more useful or more challenging in accomplishing a difficult task. Use details from each text to support your opinion.

Evaluation Rubric	
<b>2</b>	The response: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to evaluate texts in order to judge how useful and how challenging teamwork is</li> <li>• includes specific details that make reference to the texts</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to evaluate texts in order to judge how useful and how challenging teamwork is</li> <li>• includes some details that make reference to the texts</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to evaluate texts or includes no relevant details from the texts.

Name \_\_\_\_\_

## The Role of Teamwork

# Writing Task – Short Response

### Student Directions:

**Your Assignment** You will reread several selections from Unit 2 and take notes on these sources. Then you will answer three questions about these materials. You may refer to your notes or to any of the sources as often as you like.

### Sources

1. *Coyote School News*, pp. 202–219
2. *Scene Two*, pp. 234–247
3. *Horse Heroes*, pp. 262–273

Be sure to read closely and take good notes. Your sources and notes will be the basis for writing your own argumentative essay in the second half of this writing task.

**Evidence-Based Short Response Questions** Answer the short response questions on the lines provided below each question. Your answers to these questions will be scored. Be sure to base your answers on the sources you have just read. Remember that you may refer back to your notes or to any of the sources.

After you have answered the questions, you will discuss your responses with a partner or within a small group. Your teacher will let you know when to begin the discussion part of this task.

**Scoring Information** Your responses will be scored based on how you demonstrate the ability to:

- compare information across texts
- include relevant evidence from sources
- identify, analyze, synthesize, and evaluate information from sources
- distinguish key details and support from irrelevant information

Name \_\_\_\_\_

**Evidence-Based Short Response Questions**

1. Using details from the texts, describe the key role teamwork played in each selection.

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2. Think about how Monchi worked with his classmates and family, how the student playwrights worked as a team, and how the Pony Express riders and others teamed with their horses. Contrast the way they did so to achieve something, complete a task, or meet a challenge. Support your answer with key words and phrases from the texts.

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3. Consider what you have read about people working as teams. Evaluate whether teamwork is more useful or more challenging in accomplishing a difficult task. Use details from each text to support your opinion.

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**Collaborative Discussion**

After you have written your responses to the questions, discuss your ideas.

## The Role of Teamwork: Writing Task – Argumentative Essay

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### Teacher Directions:

- 1. Provide Student Directions and Scoring Information (p. 66)** Explain to students that they will now review their notes and sources, and plan, draft, and revise their argumentative essays. Although they may use their notes and sources, they must work alone. Students will be allowed to look back at the answers they wrote for the short response questions, but they are not allowed to make changes to those answers. Have students read the directions for the argumentative essay and answer any task-related questions they may have. Students should be given paper on which to write their argumentative essays.
- 2. Initiate the Writing** If you are timing this part of the task, you may wish to suggest approximate times for students to begin writing and revising. If students wish to continue writing rather than revising, allow them to do so. Alert students when 5 minutes remain.
- 3. Scoring Information** Use the scoring rubric on the next page to evaluate students' argumentative essays.
- 4. Essay Prompt** Do people do a better job when they are part of a team or when they are working alone? Use what you learned by reading about teamwork in *Coyote School News*, *Scene Two*, and *Horse Heroes* to write an argumentative essay in which you state your opinion about whether teamwork or individual work is more productive. Support your opinion with details from the three texts.

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
<b>4</b>	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
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<b>1</b>	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
<b>0</b>	The response shows no evidence of the ability to construct a coherent opinion essay using information from sources.				

 **Common Core State Standards**

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Writing 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Also **Writing 1.a.**, **Writing 1.b.**)

Name \_\_\_\_\_

## The Role of Teamwork

# Writing Task – Argumentative Essay

### Student Directions:

**Your Assignment** Now you will review your notes and sources, and plan, draft, and revise your argumentative essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers.

**Argumentative Essay Prompt** Do people do a better job when they are part of a team or when they are working alone? Use what you learned by reading about teamwork in *Coyote School News*, *Scene Two*, and *Horse Heroes* to write an argumentative essay in which you state your opinion about whether teamwork or individual work is more productive. Support your opinion with details from the three texts.

**Scoring Information** Your argumentative essay will be assigned a score for

- 1 **Focus** – how clearly you introduce your topic and state your opinion
- 2 **Organization** – how well your essay groups related ideas together, linking your opinion and reasons
- 3 **Elaboration** – how well you provide sound reasoning supported by specific details
- 4 **Language and Vocabulary** – how well you link ideas and use precise language
- 5 **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

**Now begin work on your argumentative essay.** Try to manage your time carefully so that you can

- plan your argumentative essay
- write your argumentative essay
- revise and edit for a final draft

## The Role of Teamwork: Writing Task – Argumentative Essay

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### Teacher Directions:

- 1. Publish** Explain to students that publishing their writing is the last step in the writing process. If time permits, have students review one another's compositions and discuss any comments their classmates have. Offer students suggestions for how to publish their work, such as in a school newspaper, wiki, or blog post. Encourage students to use the Internet to share their work with others.
- 2. Present** Have students present their argumentative essays to the class. Use the list below to offer students some tips on listening and speaking.

### While Listening to a Classmate...

- Face the speaker to listen attentively.
- Take notes on what the speaker says.
- Identify and discuss the reasons and evidence the speaker presents.

### While Speaking to Classmates...

- Determine your purpose for speaking.
- Have good posture and eye contact.
- Speak at an appropriate pace.

### Things to Do Together...

- Ask and answer questions with detail.
- Clarify or follow up on information presented.
- Contribute to the discussion and expand on each other's ideas.

### Common Core State Standards

**Writing 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. **Speaking/Listening 1.b.** Follow agreed-upon rules for discussions and carry out assigned roles. **Speaking/Listening 1.c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **Speaking/Listening 3.** Identify the reasons and evidence a speaker provides to support particular points.