5th Grade Writing Lesson—Integrated with Social Studies

Writing Situation:  Community Project

Student will write an opinion piece in which they support their ideas with reasons/details.

Writing Standards:

- 2W: Writing
  - 2W.A: Text Types and Purposes (Note: These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.)
    - W.CCR.01: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - W.5.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
      - a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
      - b: Provide logically ordered reasons that are supported by facts and details.
      - c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
      - d: Provide a concluding statement or section related to the opinion presented.
  - 2W.B: Production and Distribution of Writing
    - W.CCR.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - W.5.04: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 2W.D: Range of Writing
    - W.CCR.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 tasks, purposes, and audiences.
    - W.5.10: 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.

3SL: Speaking and Listening

- 3SL.B: Presentation of Knowledge and Ideas
  - SL.CCR.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Social Studies Standards:

- SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g. voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.
• SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g. farming, industrial, residential, and recreational).

Lesson:

I Can Statements:

• Write an opinion piece on a topic, supporting a point of view with reasons and information.
• Provide logically ordered reasons that are supported by facts and details.
• Link opinion and reasons using words or phrases such as "consequently" or "specifically."
• Provide a concluding statement or section related to the opinion presented.
• Produce a clear and coherent writing in which the development and organization, and style are appropriate to task, purpose, and audience.
• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults.
• Describe how individuals/groups may have different perspectives about the use of land (recreational).
• Describe specific rights and responsibilities have as citizens of the United States (voting/voicing opinions).

Critical Vocabulary:

• opinion
• evidence
• supporting details
• facts
• thesis statement
• conclusion
• speech
• letter
Higher Order Thinking Questions:

- Can you assess why it is important to use coherent reasons/factual details to support your opinions?

- What changes would you make to the writing to help strengthen the argument? Justify your reasoning.

- What evidence/reasons could you find in the writing to support the author's opinion?

- What are some weaknesses of the writing? Justify your reasoning.

- As an American citizen, what is the MOST important responsibility or right that you have? Justify your reasoning.

- If you were a member of the city council, which project would have voted for and WHY?

- Which of the community project do you feel would be the LEAST beneficial to the community? Justify your reasoning.
Lesson Plan: Strategies:

Team Teachers: Susan Tackett and Rita Caudill

Special Needs Teacher: Amber Anderson-Collaboration

- **Power Teacher/Whole Brain Teaching Strategies** will be used daily to teach students important vocabulary words.

- **I Can Statements:** “I Can” statements will be placed on the board for students to review throughout the lesson. I will also type the “I Can” statements onto a Word document and use the document reader to review the objectives with students. Afterward, I will also type the higher order thinking questions onto a Word document and use the document reader to allow students to preview the questions before we begin the lesson. This allows students time to think about the higher order questions throughout the lesson.

- **Motivational Chants** will be used daily in order to motivate students to excel.

- **Background Information:** The Community Project Activity is listed below. This activity can be used as the culminating event for a unit over government/civics. Students will have to demonstrate civic participation by voicing their opinions and writing an extended response, letter to a city council, or a speech depending on the student’s ability level. This project integrates geography (land use), writing skills, and civics by having students take an active role in the democratic process by expressing their opinion about which project would be the best for the community. Also, making thoughtful economic decisions is a task that students will have to face daily. A thoughtful decision requires students to think about the results before they act on a situation. This kind of decision making is vital when the decision involves and affects other people. Students will have to gather information, evaluate the issue, and analyze the pro and cons of each of the choices. The issue of the use of land and the school building facility after the school closes is a real-life situation for people in my community because the our school is scheduled to close within the next three years. The school is still in good structural condition so it could be used for a community project.
• Give students a brief overview and directions for completing the Community Project Activity:

  **Writing Situation: Community Project**

As you know, the city council has recently bought the closed Springfield Elementary School building and property. The council has decided to use the facility for a project that will benefit the community. Below is a list of projects that the city council has to choose between.

1. **A community park:** With picnic tables, playground equipment, and walking track.
2. **A day care center:** This project would provide day care for children who are not in school and provide care for students after school hours.
3. **A community library:** Books, magazines, reference books such as encyclopedias, computers with Internet access, free wireless internet (Wi-Fi), and some free movies for check out.
4. **A youth center:** Room for games such as ping pong, arts and crafts room, ball court for basketball and volleyball.
5. **A community center:** Place to have birthday parties, household showers, baby showers, and other community gatherings.
6. **A senior citizen center:** This could be a place where senior citizens could socialize with other senior citizens. They could do fun activities such as arts and crafts. Also, they would be provided with a hot meal once a day.

The city council wants input from various community members such as young students, teenagers, parents, and grandparents/senior citizens in order to determine which project would be the MOST beneficial to the community.

• First, assign students with different roles such as a young student, a teenager, a parent, or a grandparent/senior citizen. This purpose of this step is for the student to be able to discuss the issue using a different perspective from their own. Each role should be assigned to a student based on the student’s family dynamics. For example, if a student is being raised by a grandparent then I would assign them the role of being a grandparent. Give each student a brief interview sheet with questions to ask the person they were going to interview. (This is attached to the end of the lesson). By completing the
interview, students will be involving their parents, family members, or community members in the learning process. **This step should be completed about a week before the activity is to take place so that students have enough time to conduct their interviews.**

- **Review Group Activity & Discussion Rules:** For group discussions, review the class discussion rules with students before the students begin the activity. The goals for the discussion are to have students produce more ideas by listening and learning from their peers. The rules for group discussion are as follows:
  - (1) Listen to others,
  - (2) Take turns when talking, and
  - (3) Respect others and their opinions.
  - Give students in each group a set of five colored paper clips. Every student in the group would be assigned a certain color such as pink, blue, green, or gray.
  - As a student expresses an idea or opinion, the student would put a paper clip into a tray.
  - When a student runs out of paper clips they could no longer express ideas or opinions until every student in their group was out of paper clips.
  - Then, they could start all over with a new set of paper clips.
  - The purpose of this strategy is to give every student an opportunity to speak. This technique also encourages students to speak one at a time which helps students to listen to each other and it encourages them to assume responsibility for their own actions. By using this strategy, all students would have equitable time to express their ideas and opinions. It also helps to eliminate one student dominating the conversation.
  - The teacher’s role in the group discussion is to be a facilitator.
  * Monitor students’ discussion to ensure that they are staying on task.
  * Encourage shyer students to participate.
  * Remind students of the rules of group discussion and the rules for the “Paper Clip” strategy.
  * Clarify any questions that students may have.
**Group Activity:**
- (1) With this activity I would encourage students to understand and consider a range of perspectives from different groups of people. I would place students in groups of three or four and have each student within the group represent a different role and perspective. For example, one group might consist of students representing a teenager, a parent, and a grandparent. Another group might have a younger sibling, teenager, and a senior citizen.
- (2) In their groups, students are to discuss and record the advantages, disadvantages, and other activities for each of the community projects on a matrix graphic organizer. (This is attached to the end of the lesson). Furthermore, remind students to play the role of the person that they interviewed.

**Whole Group Discussion:** After the group discussion, discuss the class findings from the matrix as a whole group. The purpose of the step is to generate even more ideas.

**Writing Projects: Differentiation:**
- **Modeling and Scoring Guides**: Using the overhead projector, show students distinguished examples of each of the writing products. Also, provide students with a step by step rubric for the writing project that they are assigned. (These writing prompts are attached to the end of the lesson.) Have students complete their writing projects independently of their group. They may refer to their matrix graphic organizer.
  - **Advanced Students**: Write and present an opinion speech on the writing prompt, “Community Projects.”
  - **Core Students**: Write an opinion letter over “Community Projects.”
  - **Targeted Students**: Write an answer to an Extended Response Questions about their opinion on the “Community Projects.”

**When targeted students finished the extended response, they could use the three paragraphs to develop a letter. As students**
gained more experience with writing letters, they could take the extended response and develop it into a letter. The students could use the extended response as the body paragraphs and add a greeting, introduction paragraph, closing paragraph, and a closing to develop a letter.

- **Peer Evaluations**: Place students into pairs in order to peer evaluate each writing prompt.
  - Students will be responsible for giving their partner an overall score on the assignment. They could give the student a (1) novice, (2) apprentice, (3) proficient, and (4) distinguished.
  - Have each student justify the score that they gave their partner. Have students complete a feedback sheet on the strengths of the writing, weaknesses of the writing, and what changes that they would make in order to improve the writing. (A peer evaluation sheet is attached to the end of this lesson.) This step may be completed more than one time in order to give students more feedback. You could also partner students up with a different student who has an alike and/or different prompts.
  - Based on the feedback students received, students will rewrite their responses making the necessary changes for improvement.
  - One-on-one conferencing between the teacher and each individual student will take place. Write suggestions for improvement on the student’s rubric for their prompt.
  - Have students revise and type their writings. This writing can be placed in their writing communication folders. Place all distinguished and proficient writing on the wall in the classroom or in the hallway.

- **Higher Order Thinking Activities using the Think-Pair-Share Groups**:
  - Place a higher order thinking question on the overhead computer projector. Give students a minute to think about the question. Next, let students discuss the question with their Think-Pair-Share Partner for about two minutes. Then, give students 1-2 minutes to write down their response to the question. Finally, randomly call on
students to respond to the question. Repeat these steps for all higher order thinking questions. Below are some sample questions:

- Can you assess why it is important to use coherent reasons/factual details to support your opinions?
- As an American citizen, what is the MOST important responsibility or right that you have? Justify your reasoning.
- If you were a member of the city council, which project would you have voted for and WHY?
- Which of the community projects do you feel would be the LEAST beneficial to the community? Justify your reasoning.

**Strategies for Addressing Individual/Diverse Student Needs**

- Scribe
- Paraphrasing/cueing
- Extended Time
- One on One Instruction
- Peer Tutoring
- Peer Evaluation Conferences

**Differentiation:**

**Advanced Students:** Write and present an opinion speech on the writing prompt, “Community Projects.”

**Core Students:** Write an opinion letter over “Community Projects.”

**Targeted Students:** Extended Response on their opinion on the “Community Projects.”

**Media/Technology:**

- Computer/laptops
- Computer Projector
- Document Reader
- Microphone/Speaker System
- IPad for pictures for documentation for Writing Communication Folder
# Compare & Contrast

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Interview Sheet: Read the following situation and then answer the questions that follow. Remember you are to interview the person of your choice from the category that I assigned you (Younger sibling, a teenager, a parent, or a grandparent/senior citizen.) Record their responses in the space provided. Feel free to use additional paper for longer responses.

Community Project:

As you know, the city of Springfield recently bought the closed Springfield Elementary School building and property.

The city council has decided to use the facility for a project that will benefit the community of Springfield. Below is a list of projects that the city council has to choose between.

1. **A community park:** With picnic tables, playground equipment, and walking track.

2. **A day care center:** This project would provide day care for children who are not in school and provide care for students after school hours.

3. **A community library:** Books, magazines, and reference books such encyclopedias, computers with Internet access, free wireless internet (Wi-Fi), and some free movies for check out.

4. **A youth center:** Room for games such as ping pong, arts and crafts room, ball court for basketball and volleyball.

5. **A community center:** Place to have birthday parties, household showers, baby showers, and other community gatherings.

6. **A senior citizen center:** This could be a place where senior citizens could socialize with other senior citizens. They could do fun activities such as arts and crafts. Also, they would be provided with a hot meal once a day.

The city council wants input from various community members such as young students, teenagers, parents, grandparents, and senior citizens in order to determine which project would be the MOST beneficial to the community.
1. Which of the following roles BEST describe your role in the community? Young student/sibling, teenager, parent, grandparent, or senior citizen. (Remember a grandparent can also be a senior citizen.)

________________________________________________________
________________________________________________________

2. On the previous page is a list of six projects that the city council is considering for a community project. Which of the projects do you think would BEST serve the community? Please justify your reasoning. (Why do you think this project would be beneficial?)

________________________________________________________
________________________________________________________
________________________________________________________
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3. Now, out of the remaining five choices, what would your second choice for a project be? How would this project help the community?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

4. Can you think of another project or activities that would be beneficial to your community that is NOT on this list? If so, what would the project or other activities be?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Extended Response: Community Project:

As you know, the city of Springfield recently bought the closed Springfield Elementary School building and property.

The city council has decided to use the facility for a project that will benefit the community of Springfield. Below is a list of projects that the city council has to choose between.

7. A community park: With picnic tables, playground equipment, and walking track.
8. A day care center: This project would provide day care for children who are not in school and provide care for students after school hours.
9. A community library: Books, magazines, and reference books such encyclopedias, computers with Internet access, free wireless internet (Wi-Fi), and some free movies for check out.
10. A youth center: Room for games such as ping pong, arts and crafts room, ball court for basketball and volleyball.
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The city council wants input from various community members such as young students, teenagers, parents, or grandparents/senior citizens in order to determine which project would be the MOST beneficial to the community of Springfield.

A. Identify which project that you feel would benefit the MOST people in the community. Also, identify whether you are a young student, teenager, parent, or grandparent/senior citizens.

Example: Part A: As a parent, I feel that the community center would be the most beneficial project for the whole community.

B. Explain 3 reasons why the project that you chose will benefit the community of Springfield. First, write a thesis statement briefly stating your three ideas. Then, use details/facts to justify your reasoning for each of your three ideas. (Feel free to use the ideas that you recorded on your matrix.)

Steps for answering extended response:

1. READ the Question/Prompt.
2. Re-read the Question/Prompt.
3. **Diagram** the Question: Circle all important verbs and underline important parts of the question. (Verbs: draw, explain, describe, identify, compare, contrast, illustrate, differentiate, summarize, prove, find, and show your work)

4. **Label** the parts of the question. (A, B, B1, B2, & B3) and **Restate** each part of the question.

5. Make sure your answer is **Neat/Scorer friendly**. Leave a blank line between each part of the answer. Write Neatly.

**Self Reflection:**

1. _____ Did I label part A.
2. _____ Did I restate the question in part A?
3. _____ In my restatement, did I identify which community member that I am?
4. _____ In my restatement, did I identify which project that I chose?
5. _____ Did I label part B.
6. _____ Did I write a brief thesis sentence stating my ideas in part B?
7. _____ Did I label B1 for my first idea?
8. _____ Did I explain how the community project that I chose would be the most beneficial to the whole community by using relevant details. Did I justify my reasoning? (3-4 sentences)
9. _____ Did I label B2 for my second idea?
10. _____ Did I explain how the community project that I chose would be the most beneficial to the whole community by using relevant details. Did I justify my reasoning? (3-4 sentences)
11. _____ Did I label B3 for my third idea?
12. _____ Did I explain how the community project that I chose would be the most beneficial to the whole community by using relevant details. Did I justify my reasoning? (3-4 sentences)
13. _____ Is my answer neat?
14. _____ Did I underline important information?
15. _____ Did I capitalize the first word in each sentence?
16. _____ Did I put the correct punctuation at the end of each sentence?
17. _____ What could I have done to make my answer better?

________________________________________________________________________
Writing Situation: Community Project

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The city council wants input from various community members such as young students, teenagers, parents, and grandparents/senior citizens in order to determine which project would be the MOST beneficial to the community.

**Writing Task:**

Write an opinion letter to a city council member in an attempt to persuade them to vote for the community project that you support. Remember to state three reasons why you support this community project in your thesis statement. Also, remember to identify if you are a young student, teenager, parent, and grandparent/senior citizen.
How to Write an Opinion Letter

43 Springfield Branch
Springfield, KY 41606
March 12, 2014

Dear ___________,

1st Paragraph
• _____ Indent
• _____ Hook, Brag on the Person, or Ask a Question.
• _____ Write an Introduction sentence. (Create a sentence by using information from the task/situation.) (Remember to tell them that you are a young student, teenager, parent, grandparent or senior citizen.)
• _____ Thesis Statement: (3 ideas for the next 3 paragraphs). Write one sentence stating your 3 main ideas for supporting the community project.

2nd Paragraph
• _____ Indent
• _____ Use a transition word.
• _____ Write a sentence stating the 1st idea from the thesis statement.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a sentence explaining how your idea relates to the real world.

3rd paragraph
• _____ Indent
• _____ Use a transition word.
• _____ Write a sentence stating the 2nd idea from the thesis statement.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a supporting sentence or detail that supports the main idea.
• _____ Write a sentence explaining how your idea relates to the real world.
4th paragraph

- _____ Indent
- _____ Use a transition word.
- _____ Write a sentence stating the 3rd idea from the thesis statement.
- _____ Write a supporting sentence or detail that supports the main idea.
- _____ Write a supporting sentence or detail that supports the main idea.
- _____ Write a supporting sentence or detail that supports the main idea.
- _____ Write a sentence explaining how your idea relates to the real world.

5th paragraph (conclusion paragraph)

- _____ Indent
- _____ Use a transition word.
- _____ Write a sentence thanking the person for taking the time and consideration out of their busy day to read your letter.
- _____ Use the person’s name somewhere in your conclusion paragraph.
- _____ Write a sentence to restate your three main ideas from the thesis statement.
- _____ Write a sentence stating that you expect to the reader to reply to your letter.
- _____ Write a sentence offering to help or give contact information if he/she has any questions. (Give a phone number and/or email address.)

Sincerely,

Your name
Writing Situation: Community Project

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The city council wants input from various community members such as young students, teenagers, parents, and grandparents/senior citizens in order to determine which project would be the MOST beneficial to the community.

**Writing Task:**

You were chosen as one of the community members to speak at the city council meeting. Write an **opinion speech** that you intend to give before the city council in an attempt to persuade them to vote for the community project that you support. Remember to state three reasons why you support this community project in your thesis statement. Also, remember to identify if you are a young student, teenager, parent, and grandparent/senior citizen.
How to Write an Opinion Speech

1st Paragraph: Write an introductory paragraph.

___ Indent.

___ Greet the audience: Examples: Good Morning or Good Afternoon

___ Hook, Lead, or Attention Getters (Ask questions could be used).

___ List your qualifications or credibility

___ Write an introduction sentence. (Create a sentence using information from the situation or task.)

___ Thesis Statement: (3 ideas for the next 3 paragraphs). Write one sentence stating your 3 main ideas.

___ Skip a line.

2nd Paragraph: Write a paragraph about your first idea in your thesis statement. ( 

___ Indent.

___ Use a transition word.

___ Write a sentence with your first idea from your thesis statement.

___ Write a sentence to support your first idea.

___ Write another supporting sentence about your first idea.

___ Write another supporting sentence about your first idea.

___ Write a sentence explaining how your idea relates to the real world or restate your main idea.

___ Skip a line

3rd Paragraph: Write a paragraph about the second idea in your thesis statement.

___ Indent.

___ Use a transition word.

___ Write a sentence with your second idea from your thesis statement.

___ Write a sentence to support your second idea.

___ Write another supporting sentence about your second idea.

___ Write another supporting sentence about your second idea.
Write a sentence explaining how your idea relates to the real world or restate your main idea.

Skip a line.

4th Paragraph: Write a paragraph about the third idea from your thesis statement.
   Indent.
   Use a transition word.
   Write a sentence with your third idea from your thesis statement.
   Write a sentence to support your third idea.
   Write another supporting sentence about your third idea.
   Write another supporting sentence about your third idea.
   Write a sentence explaining how your idea relates to the real world or restate your main idea.
   Skip a line.

5th Paragraph: Write a conclusion paragraph.
   Indent.
   Use a transition word.
   Write a sentence restating your purpose/Write a sentence encouraging the city council to vote for the project that you feel would benefit the majority of the community.
   Write a sentence restating your thesis statement.
   Write a sentence thanking the city council for allowing you to speak and the audience for listening to your opinions.
   Write a sentence/question asking for the involvement of the audience. Example: Does anyone have any questions?
Peer Evaluation-Task: Evaluate the writing response for “Community Project.” Remember to examine the rubric for the writing product that you are evaluating.

1. Circle the product that you are evaluating: (1) Extended Response, (2) Opinion Letter, or (3) Opinion Speech

2. What score would you give the writing product? Circle ONE of the following: (1) Novice, (2) Apprentice, (3) Proficient, or (4) Distinguished.

3. **Justify your score.**
   a. What are the **strengths** of the writing product? Be Specific. Cite examples from the passage.
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________

   b. What are the **weaknesses** of the writing product? Be Specific.
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________

   c. What changes could the student make to improve the writing product? Be specific and give examples of what the students could add or delete to improve their writing.
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________
Teacher Reflection Questions:

1. Was each instructional objective met? How do I know students learned what was intended? What is my evidence?

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2. Was every student productively engaged throughout the lesson? How do I know? Cite examples/observations.

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3. What additional assistance, support, and/or resources would help to enhance this lesson?

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4. What were the strengths of the lesson? Be Specific. Cite examples/observations from the lesson.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
5. What were the *weaknesses* of the lesson? Be Specific. Cite examples/observations from the lesson.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

6. What changes could I make to improve the lesson? Be specific and give examples of what I could add or delete to improve the lesson.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________