



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 11

End of Unit 3 Assessment: Draft Opinion Speech:
How Should Aid Be Prioritized Following a Natural
Disaster in a Neighboring Country?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2)

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- d. Use underlining, quotation marks, or italics to indicate titles of works.

Supporting Learning Targets

- I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country.
- I can accurately use conventions in the draft of my opinion speech.
- I can reflect on my learning about how to write an opinion speech.

Ongoing Assessment

- Lesson 10 task card: Mechanics and index card
- End of Unit 3 Assessment: Draft Opinion Speech
- Tracking My Progress: End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Writer (7 minutes)Introducing Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Review Language Conventions (10 minutes)End of Unit 3 Assessment (25 minutes)Tracking My Progress (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework	<ul style="list-style-type: none">In this lesson, students complete the End of Unit 3 Assessment, creating their best draft of a high-quality opinion speech.During the Mid-Unit 3 Assessment (in Lessons 6–7), students created an outline for their speeches and recorded their initial thinking for each part of the opinion speech (introduction, body, conclusion). In Lessons 8–10, students identified criteria for a high-quality opinion speech and participated in a shared writing experience to practice crafting a high-quality opinion speech. This preliminary planning and group writing served as a scaffold for students to independently draft an opinion speech about how to prioritize aid to Mexico following a hypothetical hurricane.During Lessons 12–15, students will revise and practice their speeches before delivering the final and best version in small groups for the final performance task in Lesson 16.If possible, use the Drafting an Opinion Speech: Assessment Rubric to grade students' speeches before Lesson 12. If that is not feasible, consider:<ul style="list-style-type: none">A) Photocopying students' speeches, so you can return their originals in Lesson 12 and keep the photocopied versions to score as time permits;B) Skimming students' speeches to provide one piece of specific positive feedback—based on one focus area of the rubric—and one specific suggestion they should focus on when revising.Review: Give One, Get One protocol (see Appendix).In advance: Gather the following anchor charts for display: Linking Words anchor chart, Criteria for an Opinion Speech anchor chart, Class Introduction to an Opinion Speech anchor chart, Class Body of an Opinion Speech anchor chart, and Class Conclusion to an Opinion Speech anchor chart.Post: Learning targets.



Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Lesson Vocabulary	Materials
draft, opinion, speech, aid, prioritized, strikes, neighboring, accurately, conventions, reflect	<ul style="list-style-type: none">• Examples of Punctuation Used Accurately (one to display)• Examples of Punctuation Used Accurately (answers, for teacher reference)• Linking Words anchor chart (begun in Lesson 8)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8)• Class Body of an Opinion Speech anchor chart (begun in Lesson 9)• Class Conclusion to an Opinion Speech anchor chart (begun in Lesson 10)• End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (one per student)• Drafting an Opinion Speech: Assessment Rubric (one per student)• Lined paper (two to three sheets per student)• “Characteristics of Multinational Companies (MNCs)” (from Lesson 3)• “The Red Cross: Disaster Relief” (from Lesson 4)• “Haiti Earthquake One-Year Report” (from Lesson 5)• Mid-Unit 3 Assessment, Part II (from Lesson 7)• Tracking My Progress: End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Lesson 10 task card: Mechanics and accompanying index card. • Explain the Give One, Get One protocol to students. • Specify how they will use the protocol today, saying something like: “For homework, you gathered a variety of examples that demonstrate the correct use of punctuation in a written speech and the titles of websites or texts. The more you see conventions of standard English used accurately, the better you can apply those skills in your own opinion speech.” <ul style="list-style-type: none"> – Facilitate the Give One, Get One protocol: – Invite students to mingle with peers. – After about 30 seconds, call out: “GIVE ONE to a partner.” – Give students 1 minute to share or “give” their index card to their partner, so each person “gives one” and “gets one.” • Then, ask pairs to discuss: <ul style="list-style-type: none"> * “What are the similarities and differences between the examples you each recorded?” * “Which are the strongest examples of punctuation used accurately? Explain your thinking.” • Invite two to three pairs to share their thinking with the group. • Resume Give One, Get One. Once students have shared their index cards with a new partner, pose the following questions they can discuss: <ul style="list-style-type: none"> * “What are the similarities and differences between the examples on each card?” * “Which are the strongest examples of punctuation used accurately? Explain your thinking.” • Cold call a few pairs to share out. Ask students to quietly return to their seats. 	<ul style="list-style-type: none"> • Consider displaying directions for the Give One, Get One protocol to support students who have trouble processing auditory directions. • Consider giving students who struggle with language a sentence starter for responses to questions during the Give One, Get One protocol (“Our examples are the same in that _____; our examples are different because _____; this is a strong example because _____”). • Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.



Opening (opening)	Meeting Students' Needs
<p>B. Introducing Learning Targets (3 minutes)</p> <p>Direct students' attention to the posted learning targets and read each one aloud:</p> <ul style="list-style-type: none">* "I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country."* "I can accurately use conventions in the draft of my opinion speech."* "I can reflect on my learning about how to write an opinion speech." <ul style="list-style-type: none">• Then, pause to review key terms from each target:<ul style="list-style-type: none"><i>draft</i>—(n.) first version of a written piece; write the first version (v.)<i>opinion</i>—what I believe; judgment<i>speech</i>—oral presentation; talk delivered to an audience<i>aid</i>—help, assistance, support<i>prioritize</i>—rank according to importance; most to least or least to most important<i>strikes</i>—affects suddenly or unexpectedly<i>neighboring</i>—next to, adjacent, bordering, nearby, close<i>accurately</i>—exactly, correctly<i>conventions</i>—agreements, rules<i>reflect</i>—think, consider, contemplate• Ask for volunteers to restate the learning targets in their own words.	



Work Time	Meeting Students' Needs
<p>A. Review Language Conventions (10 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention whole group. • Say something like: "For homework, you reread the transcripts of President Obama's opening and closing remarks to locate examples of correct punctuation usage. Now we will closely examine specific sentences from those transcripts to reinforce your understanding of how to use these conventions accurately in your own writing and more specifically as you draft of your opinion speech for the End of Unit 3 Assessment." • Remind students of the types of punctuation they identified for homework: <ul style="list-style-type: none"> – Use commas to separate items in a series (example: We bought apples, oranges, grapes, and pears at the market.). – Use commas to separate an introduction/transition word or phrase from the rest of the sentence (<i>example: Therefore, we must act now.</i>). – Use a comma to indicate direct address (<i>example: Is that you, Steve?</i>). – Use underlining, quotation marks, or <i>italics</i> to indicate titles of websites or short texts (such as poems or articles). • Display the Examples of Punctuation Used Accurately. Focus students' attention on the first example. Read it aloud and ask students to turn and discuss with a partner: <ul style="list-style-type: none"> * "How is this an example of punctuation that is used accurately?" • Cold call a few students to share out. See Examples of Punctuation Used Accurately (answers, for teacher reference) as necessary. • Repeat Steps 1–3 with the remaining examples. Provide further clarification or examples as necessary. <p><i>Note: When word-processing, book titles are typically italicized. But when writing by hand, book titles are underlined. Take a moment to demonstrate how to underline or italicize the book title.</i></p>	<ul style="list-style-type: none"> • Consider distributing the transcripts: President Obama's "Opening Remarks" and "Closing Remarks" with examples of correct punctuation labeled and highlighted .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the following:<ul style="list-style-type: none">– Linking Words anchor chart– Criteria for an Opinion Speech anchor chart– Class Introduction to an Opinion Speech anchor chart– Class Body of an Opinion Speech anchor chart– Class Conclusion to an Opinion Speech anchor chart• Distribute the following to each student:<ul style="list-style-type: none">– End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?– Drafting an Opinion Speech: Assessment Rubric– Two or three pieces of lined paper• While you are distributing these materials, ask students to take out:<ul style="list-style-type: none">– “Characteristics of Multinational Companies (MNCs)”– “The Red Cross: Disaster Relief”– “Haiti Earthquake One-Year Report”– Mid-Unit 3 Assessment, Part II• Read the prompt and all directions aloud, and review the rubric with students. Clarify as needed. When students finish, they should read their independent reading book.• Circulate to supervise.• Ask students to hold onto their End of Unit 3 Assessments for the debrief.	<ul style="list-style-type: none">• Allow students who struggle with language extra time to complete the End of Unit 3 Assessment .• Students who struggle with writing may benefit from dictating their draft of an opinion speech for the End of Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<p>A. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress: End of Unit 3 recording form to each student.• Remind students they have used this self-assessment tool in previous modules to <i>reflect</i> (consider; think about) upon their mastery of the learning targets.• Ask students to independently complete their Tracking My Progress: End of Unit 3 recording forms and hold onto them for the debrief	<ul style="list-style-type: none">• Consider allowing students who struggle with multiple tasks at once to focus on just one long-term learning target for their reflection
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise on all they have learned so far about writing a high-quality opinion speech.• Invite students to share reflections with a partner from their Tracking My Progress: End of Unit 3 recording forms.• Ask for two or three volunteers to share out.• Collect students' End of Unit 3 Assessments and Tracking My Progress: End of Unit 3 recording forms.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak their same home language to share their Tracking My Progress : End of Unit 3 recording forms.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	<ul style="list-style-type: none">• Provide audio recordings of independent reading books for students who struggle with reading complex text.



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Supporting Materials



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Examples of Punctuation Used Accurately

Examples of Punctuation Used Accurately

- Use commas to separate items in a series (*example: We bought apples, oranges, grapes and pears at the market.*).
- Use commas to separate an introduction/transition word or phrase from the rest of the sentence (*example: Therefore, we must act now.*).
- Use a comma to indicate direct address (*example: Is that you, Steve?*).
- Use underlining, quotation marks, or *italics* to indicate titles of websites or short texts (such as poems or articles).

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama’s “Opening” and “Closing” Remarks.

1. “Good morning, everybody.”
2. “After the terrible tsunami in Asia, President Bush turned to President Clinton.”
3. “Africa treated more than 10 million men, women, and children.”
4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti.
5. “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world.”
6. “Thank you, gentlemen.”
7. “I urge everyone who wants to help to visit www.clintonbushhaitifund.org.”

Examples of Punctuation Used Accurately
Answers, For Teacher Reference

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama's "Opening" and "Closing" Remarks.

1. "Good morning, everybody." (**A comma to indicate direct address.**)
2. "After the terrible tsunami in Asia, President Bush turned to President Clinton." (**A comma to separate an introduction/transition word or phrase from the rest of the sentence.**)
3. "Africa treated more than 10 million men, women, and children." (**Commas to separate items in a series.**)
4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti. (**Quotation marks to indicate titles of short texts.**)
5. "And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world." (**A comma to separate an introduction/transition word or phrase from the rest of the sentence.**)
6. "Thank you, gentlemen." (**A comma to indicate direct address.**)
7. "I urge everyone who wants to help to visit www.clintonbushhaitifund.org." (**Underlining to indicate titles of websites.**)



End of Unit 3 Assessment: Draft Opinion Speech:

How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Name:

Date:

Directions:

- Reread the hypothetical scenario below from the article “Hurricane Herman Strikes Mexico.”
 - Write a first draft of the opinion speech you will deliver during the final performance task, that includes:
 - An introductory paragraph that clearly states the topic and your opinion about how aid should be prioritized when a neighboring country is struck by a natural disaster.
 - Four body paragraphs with reasons and evidence from your research that support your opinion.
 - A conclusion paragraph.
 - Linking words and phrases.
 - Key and previous vocabulary.
- As you write your draft, refer to:
 - Your outline from the Mid-Unit 3 Assessment (Parts I and II).
 - The Hurricane Herman article below.
 - Informational texts you have read in this unit.
 - Your notes and anchor charts.

Refer to the assessment rubric for more specific criteria regarding what should be included in the Introduction, Body, and Conclusion paragraphs of your draft speech. Also use this rubric to check your work and make additions and/or revisions as needed.



End of Unit 3 Assessment: Draft Opinion Speech:

How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

“Hurricane Herman Strikes Mexico”

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area’s water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much-needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.



Drafting an Opinion Speech:
Assessment Rubric

Name: _____

Date: _____

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Introduction Paragraph	<p>The introduction includes:</p> <ul style="list-style-type: none">• an attention getter• an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane• a compelling reason with sound supporting evidence	<p>The introduction includes:</p> <ul style="list-style-type: none">• an attention getter• an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane• a reason with supporting evidence	<p>The introduction includes two or three of the following:</p> <ul style="list-style-type: none">• an attention getter• an opinion statement about how aid should be prioritized after a hurricane• a judgment word• a reason• supporting evidence	<p>The introduction includes one or none of the following:</p> <ul style="list-style-type: none">• an attention getter• an opinion statement about how aid should be prioritized after a hurricane• a judgment word• a reason• supporting evidence



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Body Paragraphs: Reasons and Evidence	<p>The four body paragraphs:</p> <ul style="list-style-type: none">• name each type of aid• clearly explain why each is prioritized as most to least important• effectively support each reason with two pieces of related and paraphrased evidence from notes and all three articles• contain linking words that are used effectively to connect opinion, reasons, evidence, and conclusion	<p>The four body paragraphs:</p> <ul style="list-style-type: none">• name each type of aid• explain why each is prioritized as most to least important• support each reason with two pieces of evidence from notes and any of the three articles• contain linking words that are used to connect opinion, reasons, evidence, and conclusion	<p>The four body paragraphs include two or three of the following:</p> <ul style="list-style-type: none">• name each type of aid• an attempt to explain why each is prioritized as most to least important• an attempt to support each reason with two pieces of evidence from notes or any of the three articles• a few linking words to connect opinion, reasons, evidence, and conclusion	<p>The four body paragraphs include one or none of the following:</p> <ul style="list-style-type: none">• name each type of aid• an attempt to explain why each is prioritized as most to least important• an attempt to support each reason with one piece of evidence from notes or any of the three articles• linking words to connect opinion, reasons, evidence, and conclusion



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Paragraph	<p>The conclusion has:</p> <ul style="list-style-type: none">• an appreciation for the audience• the topic and opinion restated in a new and interesting way• a thoughtful statement or quote used to reiterate important reasons and evidence• a closing remark used to compel the audience to act and effectively provide closure	<p>The conclusion has:</p> <ul style="list-style-type: none">• an appreciation for the audience• the topic and opinion restated in a different way from the introduction paragraph• a statement or quote used to reiterate reasons and evidence• a closing remark that attempts to compel the audience to act• a closing remark that provides closure	<p>The conclusion has two or three of following:</p> <ul style="list-style-type: none">• appreciation for the audience• the topic and opinion restated;• a statement or quote used to reiterate reasons and evidence• a closing remark that attempts to compel the audience to act• a closing remark that provides closure	<p>The conclusion has one or none of following:</p> <ul style="list-style-type: none">• appreciation for the audience; the topic and opinion are restated• a statement or quote to reiterate reasons and evidence• a closing remark is used that attempts to compel the audience to act; provides closure



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling)	<p>There are almost no errors in capitalization, punctuation, and spelling throughout the entire opinion speech.</p> <p>Language usage in writing demonstrates the application and accurate use of all of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions 	<p>There are very few errors in capitalization, punctuation, and spelling throughout the entire opinion speech.</p> <p>Language usage in writing demonstrates the application and accurate use of most of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works 	<p>Errors with capitalization, punctuation, and spelling throughout the opinion speech moderately interfere with the message.</p> <p>Language usage in writing demonstrates the application and attempted use of two or three of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works • 	<p>Errors with capitalization, punctuation, and spelling throughout the opinion speech significantly interfere with the message.</p> <p>Language usage in writing demonstrates the application and use of one or none of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling) (continued)	<ul style="list-style-type: none">• correct punctuation to indicate titles of articles• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed



Tracking My Progress

End of Unit 3

Name: _____

Date: _____

Learning Target: I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country.

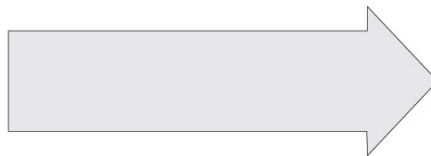
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress

End of Unit 3

Name: _____

Date: _____

Learning Target: I can accurately use conventions in the draft of my opinion speech.

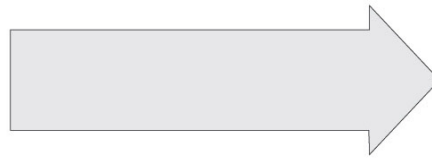
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:
