

Each student's syllabus is *uniquely customized*.



This sample was developed for a 3rd grade student who was curious about rainforests. They wanted to know whether more regulations should be in place to protect them.

Week	Reading - Fiction	Reading – non-fiction	Listening & Note taking	Writing	Project Based Learning
1	<i>Magic Treehouse #6 Afternoon in the Rainforest</i>	<i>National Geographic Rain Forests</i>	Rainforests for Kids	Cornell Notes	<u>Phase 1:</u> Simple and deep questions, pushing curiosity
2	<i>Magic Treehouse #6 Afternoon in the Rainforest</i>	<i>Magic Tree House Fact Tracker: Rain Forests pp 1-60</i>	Magic School Bus – Rainforest	Opinion Essay Claim	<u>Phase 2:</u> <ul style="list-style-type: none"> • What does the reading material make you think? • Presentation Requirements
3	<i>One Day in the Tropical RainForest</i>	<i>Magic Tree House Fact Tracker: Rain Forests pp 60-128</i>	Rainforests for Kids (2)	Opinion Essay Lead Paragraph	<ul style="list-style-type: none"> • What evidence supports your claim? • Presentation Practice
4	<i>One Day in the Tropical RainForest</i>	<i>Who Was Jane Goodall?</i>	Rainforest TED Talk	Opinion Essay Outline	<ul style="list-style-type: none"> • How will you convince others? • Presentation Practice & Visuals
5	<i>Cam Jansen and the Green School Mystery</i>	<i>Who Was Jane Goodall?</i>	Rainforest TED Talk (2)	Opinion Essay Draft, Feedback & Revision	<u>Phase 3:</u> <ul style="list-style-type: none"> • How can you make your work even more compelling? • Presentation Feedback and Revision
6	<i>Free Choice</i>	<i>Free Choice</i>	Feedback on Essay and Presentation: Recording and Synthesizing Learning	Opinion Essay Final	<u>Project Presentation and Video</u> <ul style="list-style-type: none"> • What can you learn for the future? • Feedback and Goal Setting

Rubric for Argument Writing – Advanced

(Native Speaker Grade Level Equivalents)

	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE				
OVERALL	The writer told readers his opinion and ideas on a topic and helped them understand those reasons.	The writer made a claim about a topic and tried to support his reasons	The writer made a claim or thesis on a topic, supported it with reasons, and provided a variety of evidence for each reason.	The writer explained the topic and staked out a position that can be supported by a variety of trustworthy sources. Each part of the argument led to a conclusion.
LEAD	The writer wrote a beginning in which he set readers up that this would be an opinion piece and tried to hook them into caring about the topic.	The writer hooked readers by showing why the subject mattered, telling a surprising fact, or giving the big picture, or asking a question. The writer stated her claim.	The writer wrote a beginning that stated his claim and led readers to care about his opinion. The writer worked to use precise language. He let the readers know the reasons he would develop later.	The writer wrote an introduction that got readers interested. He made sure the introduction fit the piece as a whole. The writer clearly stated his claim and told the readers how the text would unfold.
TRANSITIONS	Connected ideas, reasons and examples with words such as: For example Because Connected examples with words such as: Also another	Used words and phrases to glue parts of the piece together. For example One time Used words to show a new point: For instance In addition to Also another	The writer used words and phrases to connect evidence back to her reasons: This shows that The writer helped readers follow her thinking with phrases such as: Another reason The most important reason Consequently Because of Specifically In particular	The writer used words and phrases to help readers understand how the parts of his argument fit together. The writer used transitions to suggest relationships and connect claims. For instance In addition One reason Furthermore According to
ENDING	The writer wrote an ending, perhaps a thought or comment related to his opinion.	The writer wrote an ending for his piece in which he restated his claim and perhaps suggested an action.	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	In the conclusion, the writer restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.
ORGANIZATION	The writer wrote several reasons or examples of why readers should agree and wrote several sentences about each reason.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He put the parts in the order that helped prove the claim.	The writer organized the argument into sections: He arranged reasons and evidence purposefully, leading readers from one claim or reason to another. The order of the reasons made sense.
ELABORATION	The writer named the reasons to support his opinion and wrote more about each one.	The writer gave reasons to support his opinion. He chose the reasons to convince his readers.	He gave reasons that were parallel and did not overlap. He put them in the order that he thought would be most convincing.	The writer included and arranged a variety of evidence such as facts, quotations, examples, and definitions. The writer worked to explain how the reasons and claims supported and strengthened her argument.

		The writer included examples and information to support his reasons, perhaps an example from his life.	The writer included evidence such as fact The writer discussed the way the evidence supported his claims, examples, quotations, micro-stories, and information to support his claim.	The writer raised questions and highlighted possible implications.
LANGUAGE				
SPELLING	Looked up unfamiliar words	The writer revised and edited	The writer revised and edited, using a dictionary at times.	The writer used resources to revise and edit
PUNCTUATION	The writer used commas for long, complex sentences.	The writer used commas for long, complex sentences and for clarity.	The writer used commas for introductory clauses.	The writer used punctuation for clarity, detail, and pacing.

Teachers, each students' grade level equivalent is determined by the cluster of their scores. Use areas of strength and/or weakness to highlight growth and set goals.

**Skills and strategies are based on the Common Core Standards and Writing Pathways Performance Assessments.*

