

# Student Workbook

Unit 2: Rights and Freedoms  
Cycle 3: Writing



Name: \_\_\_\_\_

Date: \_\_\_\_\_

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### **Should Schools Get Rid of Grades?**

*I love learning but I hate grades.*

I am in 5th grade, and some of my friends think that grading is unfair. They think grading can make students feel less confident. Especially if they get a low grade on an assignment where they actually learned a lot! They argue that grades shouldn't be more important than actual learning. People have good arguments about the problems with grading. But I think grading can be very helpful for students, especially if it is done fairly. So, in my opinion, despite the drawbacks, grades are helpful for education. Let me explain why.

I agree that grades can be harmful for your self-confidence. For example, when I was in the 4th grade, I did great on all my assignments. I got some of the highest scores in my class. I even won Student of the Month that year! When I got to 5th grade, I was sure I would keep getting good grades. But 5th grade was hard for me and I didn't do as well on all my assignments. No matter how hard I tried, I wasn't getting the kinds of grades I got in fourth grade. It made me start to doubt my abilities as a reader and as a learner. Luckily, my teacher noticed this. She realized that I needed to understand why I was having difficulties. She explained to me how her grading could help me focus on my learning. After that, I was able to understand where I was having difficulties. I did much better by the end of the year.

Another argument for getting rid of grades is that they just don't tell you much about what you have actually learned. All grades really do is say how well you did on a quiz, an essay, or some other assignment. Why is a number or a letter grade so important? Can't teachers just write a paragraph that describes how the student did and where they need to improve? This is a good argument. But it is also true that number or letter grades might make students take their assignments more seriously. They can track their learning more closely, and really see if they are making improvements or if they need to focus more.

In conclusion, I agree that grades have their problems, but grades can also be opportunities for students to learn and improve. However, in order for grades to be really useful, they should come with helpful explanations from teachers. Grades and explanations together can help students understand not only what they are doing well, but also how they can improve their learning.

## Parts of an Op-Ed

### 1. Engaging introduction

*Gets the reader's attention and introduces the issue.*

### 2. My opinion

*A short statement that expresses the author's opinion about the topic.*

### 3. Arguments with evidence

*A paragraph that shows support for the author's opinion.*

### 4. Counterarguments with evidence

*A paragraph that shows the opposing position of the author's opinion.*

### 5. Conclusion

*Says the author's opinion again and gives some ideas about what to do about it.*

### 6. [Transition Words]

*Use words that help the reader understand your opinions and arguments.*

**CLAVES Student Writing Rubric**

		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Parts of an Argument</b>	<b>Introduction and Opinion</b>	I wrote an introduction that described the debate to my audience and stated my opinion about the debate.	I wrote an introduction that stated my opinion about the debate, but did not describe the debate to my audience.	I wrote an introduction that only described the debate.	I did not do this.
	<b>Arguments, Counterarguments, and Evidence</b>	I presented at least one clear argument and one clear counterargument from the text and my life that clearly supported my opinion.	I presented one clear argument or one clear counterargument from the text and/or my life that clearly supported my opinion.	I presented some arguments and/or counterarguments from the text and/or my life, but they did NOT support my opinion or were not supported by evidence	I did not do this.
	<b>Conclusion</b>			I included a conclusion that reminds the reader of my opinion.	I did not do this.
	<b>Transition Words</b>	I used different transition words in all the paragraphs in my writing.	I used transition words in most of the paragraphs in my writing.	I used transition words in one of the paragraphs in my writing.	I did not use transition words.
	<b>Audience</b>	The style of writing I used was a good match with my audience.	The style of writing I used was a pretty good match with my audience.	The style of writing I used was not a good match with my audience.	I did not think about this.
	<b>CLAVES Language</b>	I used a lot of the words, word parts, and the grammar that I learned in CLAVES.	I used some of the words, word parts, and the grammar that I learned in CLAVES.	I used a few of the words, word parts, and the grammar that I learned in CLAVES.	I did not use the different words, word parts, and the grammar that I learned in CLAVES.

### Graphic Organizer A

<b>Word Bank:</b> Rights, freedom, advocate, captivity, treatment, petition, protest, demonstrate, strike, boycott, decision	<b>Word Parts:</b> ity- (the condition of...), -ment (the state of...), -sion/-tion (to form noun forms), -or/-er (a person who performs an action)
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\_\_\_\_\_  
(Title)

Engaging introduction:  
\_\_\_\_\_  
\_\_\_\_\_

Opinion:  
\_\_\_\_\_  
\_\_\_\_\_

Argument #1:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Counterargument #1:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence:

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Conclusion:

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CLAVES Language Banks

## Glossary: “Ivan”

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<b>Captivity</b> (noun)	The condition of taking something or controlling it	<i>Cautividad</i>	囚 禁 qíu jìn  囚 禁 cau4 gam3	The opposite of living in <b>captivity</b> is living in the wild.
<b>Treatment</b> (noun)	How we act toward other people, animals, or things	<i>Tratamiento</i>	对 待 duì dài  對 待 deui3 doi6	“Ivan” is a book about how a gorilla’s life in the wild was different from his <b>treatment</b> in captivity.
<b>Petition</b> (verb / noun)	(noun) A written document that demands change.  (verb) To make a formal written request for change	<i>Petición (noun)</i> <i>Presentar una petición (verb)</i>	请 愿 qǐng yuàn  請 願 cing2 jyun6	People can sign a <b>petition</b> asking city officials to change an unfair law.  People can also <b>petition</b> to change an unfair law.
<b>Protest</b> (verb/noun)	(noun) Something said or done that shows disagreement.  (verb) To disagree strongly and publicly with something.	<i>Protesta (noun)</i> <i>Protestar (verb)</i>	抗 议 kàng yì  抗 議 kong3 yi5	In “Ivan”, people held <b>protests</b> against Ivan’s unjust treatment in captivity.  What are examples of things you might <b>protest</b> ?

## Language Targets

### Morphology

<p><b>-ment:</b> the condition of              treat → <b>treatment</b></p> <p>People worked towards ending the unjust <b>treatment</b> animals face in captivity.</p>	<p><b>-ity:</b> the condition of              captive → <b>captivity</b></p> <p>People are fighting for the rights of animals living in <b>captivity</b>.</p>
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<p>Create your own sentence using the suffix <b>-ment</b>:</p> <hr/> <hr/> <hr/> <hr/>	<p>Create your own sentence using the suffix <b>-ity</b>:</p> <hr/> <hr/> <hr/> <hr/>
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### Syntax

<i>Pronouns</i>		<i>Subject Pronouns</i>	<i>Object Pronouns</i>
<p>Object pronouns receive the action in a sentence.</p> <p><i>Example: "There was an old tire in Ivan's cage. Sometimes he liked to play with <u>it</u>."</i></p> <p><i>"It" is referring to the old tire because the old tire is receiving the action of "play" in this sentence.</i></p>	Singular	I	Me
		You	You
		<b>He/She/They</b>	<b>Him/Her/It</b>
	Plural	<b>We</b>	<b>Us</b>
		You	You
		<b>They</b>	<b>Them</b>

## Glossary: “Joelito”

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<b>Demonstrate</b> (verb)	To take part in a public activity to show support for or against a cause.	demostrar	游行示威 óu xíng shì wēi  遊行示威 yau4 hang4 si6 wai1	In <i>Joelito’s Big Decision</i> , Mr. Thomas tells Joelito that “Low-paid workers are <b>demonstrating</b> all over the world today.”
<b>Strike</b> (noun/verb)	A strike (noun) is when workers refuse to go to work because they are being treated unfairly in their jobs.  Workers can strike (verb) when they are being treated unfairly in their jobs.	huelga  ponerse en huelga	罢工 bà gōng  罷工 baa6 gung1	Teachers in Seattle went on <b>strike</b> because they wanted to make schools better for teachers and students.
<b>Boycott</b> (noun/verb)	A boycott (noun) is when people stop buying the products of a business to protest their behaviors.  To boycott (verb) is to stop buying the products of a business to protest their behaviors.	boicoteo  boicotear	抵制 dǐ zhì  抵制 dai2 zai3	In <i>Joelito’s Big Decision</i> , protesters asked people to <b>boycott</b> MacMann’s restaurant because of how they treated their workers.
<b>Decision</b> (noun)	A decision is something that you choose to do after thinking about it for a while.	decisión	決定 jué dìng  決定 yut3 ding6	Joelito made a <b>decision</b> to join the Thomas family to protest against low wages.

## Word Parts: -tion/-sion & -or/-er suffixes

Suffix	Meaning	Example	Other words
<b>-tion/-sion</b>	Used to form <b>noun words</b> ( <i>state or condition of an action</i> ).	<u>Decision</u> : The action or process of deciding something.	<ul style="list-style-type: none"> <li>• Vacation</li> <li>• Demonstration</li> </ul>
<b>-or/-er</b>	A person who performs an action.	<u>Demonstrator</u> : A person who takes part in a public protest meeting.	<ul style="list-style-type: none"> <li>• Worker</li> <li>• Inventor</li> </ul>

## FANBOYS Connectives Guide

Connective (FANBOYS)	Example sentences and description of the connective
For	<p><b>EXAMPLE:</b> The kids decided to walk over to MacMann's, <b>for</b> there was a crowd gathered outside.</p> <p><i>In this sentence, "for" gets us ready to understand why the kids walked over to MacMann's.</i></p>
And	<p><b>EXAMPLE:</b> Joelito loves to eat burgers <b>and</b> fries.</p> <p><i>In this sentence, "and" puts different words together like "burgers and fries".</i></p>
Nor	<p><b>EXAMPLE:</b> Brandon's dad wasn't able to come to Brandon's Saturday soccer games, <b>nor</b> was his mom.</p> <p><i>In this sentence, "nor" tells us that both Brandon's dad and mom weren't able to come to the game.</i></p>
But	<p><b>EXAMPLE:</b> They heard mama calling them, <b>but</b> they kept moving towards the restaurant door.</p> <p><i>In this sentence, "but" tells us that there is a difference to look for.</i></p>
Or	<p><b>EXAMPLE:</b> They had to choose between eating at MacMann's <b>or</b> eating at Cocina las Ollitas.</p> <p><i>In this sentence, "or" tells us that there is a choice that has to be made.</i></p>
Yet	<p><b>EXAMPLE:</b> They looked everywhere for Kayla's backpack, <b>yet</b> they couldn't find it.</p> <p><i>In this sentence, "yet" shows that there is a difference to look for.</i></p>
So	<p><b>EXAMPLE:</b> Mr. and Mrs. Thomas lost their jobs at the factory, <b>so</b> they moved from their house to a one-bedroom apartment.</p> <p><i>In this sentence, "so" lets us know that there is the first part of the sentence caused the second part.</i></p>