



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3B: Unit 3: Lesson 9**

## **End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island**



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

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1)
- I can paraphrase information in finished work. (W.5.8)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

**Supporting Learning Targets**

- I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.
- I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.
- I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

**Ongoing Assessment**

- End of Unit 3 Assessment
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Introduction of Learning Targets and Preparing the Writer (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 3 Assessment (45 minutes)</li> <li>B. Tracking My Progress (5 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Sharing Reflections (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read your independent reading book for at least 30 minutes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students complete the End of Unit 3 Assessment by reading a new informational text about Nunavut, answering text-dependent questions, determining the meaning of key terms, and writing their draft editorials about the Mary River mine proposal on Baffin Island, using the Painted Essay structure they have practiced using in groups during the past three lessons.</li> <li>• Note that the Opening of this lesson is brief and focuses on introducing the learning targets and helping students gather necessary materials for successful completion of the assessment. This allows students as much time as possible to read the new text, respond to questions, and write a draft editorial.</li> <li>• To complete the assessment, students must refer to their completed Point of View graphic organizers, Nunavut Mine note-catcher, group Draft Editorial chart, and the articles from Lessons 2–4, as well as their vocabulary cards and Frayer Models. All of these materials should be accessible to students throughout the lesson. It may be useful to spend some time before the assessment, to help students locate and organize relevant materials. Consider providing each student with paper clips and a two-pocket folder, so they can attach each article to its related graphic organizer or note-catcher then place together in one side of the folder; students could then place their Frayer models and vocabulary cards in the other side of the folder, for easy access. Also, placing students in areas of the room where their group charts are posted, will allow them to easily see and refer to the charts as needed. Post class anchor charts in an area of the room where all students are able to see them.</li> <li>• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print some colored copies. Go to <a href="http://EngageNY.org">EngageNY.org</a> or <a href="http://commoncoresuccess.elschools.org">commoncoresuccess.elschools.org</a> and search for 5<sup>th</sup> grade, Module 3B, Unit 3 lessons.</li> <li>• In advance: Review the End of Unit 3 Assessment.</li> <li>• Post: Learning targets; Vocabulary Strategies anchor chart; Developing an Opinion anchor chart; Parts of a Painted Essay anchor chart; Linking Words anchor chart.</li> </ul>



Lesson Vocabulary	Materials
<p>explain, quoting, editorial essay, point of view, proposal, draw, evidence, support, thesis, points</p>	<ul style="list-style-type: none"><li>• “Excerpts from the Qikiqtani Inuit Association Web Site” (from Lesson 2)</li><li>• Point of View graphic organizer: Qikiqtani Web site (from Lesson 2)</li><li>• Expert Texts (from Lesson 3)<ul style="list-style-type: none"><li>– “Monitoring the Mary River Project” (excerpt 1)</li><li>– “Nunavut Braces for Massive Mary River Mine” (excerpt 2)</li></ul></li><li>• Point of View graphic organizer: Expert Texts (from Lesson 3)</li><li>• “Multibillion-dollar Iron Mine Approved for Baffin Island” (from Lesson 4)</li><li>• Nunavut Mine note-catcher (from Lesson 4)</li><li>• Vocabulary cards and Frayer Models (from Lessons 2–4)</li><li>• Model Painted Essay: “Editorial about Wind Power” (from Lesson 6)</li><li>• Linking Words handout (from Lesson 8)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)</li><li>• Point of View charts (from Lessons 1–4)</li><li>• Developing an Opinion anchor chart (from Lesson 2)</li><li>• Parts of a Painted Essay anchor chart (from Lesson 6)</li><li>• Draft Editorial charts (from Lessons 6–8)</li><li>• Linking Words anchor chart (from Lesson 8)</li><li>• Lined paper (two or three pieces per student)</li><li>• “Nunavut” (assessment text; one per student)</li><li>• End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (one per student)</li><li>• End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference)</li></ul>



Lesson Vocabulary	Materials (continued)
	<ul style="list-style-type: none"> <li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li> <li>• Criteria for an Editorial Essay (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Introduction of Learning Targets and Preparing the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group and focus them on the learning targets:             <ul style="list-style-type: none"> <li>* “I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.”</li> <li>* “I can draw upon evidence from the informational texts I’ve read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.”</li> <li>* “I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.”</li> </ul> </li> <li>• Underline terms in the first target students are familiar with: <i>explain</i> and <i>quoting</i>. Cold call a few students to restate the target in their own words.</li> <li>• Underline terms from the second target students are familiar with: <i>editorial essay</i>, <i>point of view</i>, and <i>proposal</i>. Cold call a few students to share their understanding of each term aloud with the group. Listen for:             <ul style="list-style-type: none"> <li>– “An editorial essay is a complete essay with an introductory paragraph, two proof paragraphs, and a conclusion paragraph in which you express your thesis in the form of an opinion, points or reasons, evidence that supports each point and the thesis, and a conclusion paragraph that explains the ‘what’ and ‘so what’ of your editorial.”</li> </ul> </li> <li>• Underline terms from the third target that students are familiar with: <i>draw</i>, <i>evidence</i>, <i>support</i>, <i>thesis</i>, and <i>points</i>.</li> <li>• Ask students to briefly consider and then discuss with a nearby partner: “How can you use the evidence from texts you have read and viewed, as well as your notes, to support your thesis and points?”</li> <li>• After 1 minute, invite a few students to share out whole group. Listen for ideas like:             <ul style="list-style-type: none"> <li>– “The evidence from our texts is considered reliable, so paraphrased details, facts, information, quotes, statistics, and data from those sources would be credible evidence in support of our points and thesis.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write synonyms and/or appropriate pictorial representations of key words to support second language and visual learners.</li> <li>• Support students who struggle with organization and/or multiple materials by sorting their resources into “like” piles (e.g., graphic organizers paper-clipped to each related text) so they do not become overwhelmed and can easily locate items as needed.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Inform students they will have 45 minutes to complete the assessment during the first part of Work Time.</li> <li>• Help students gather and organize the materials they will need:               <ul style="list-style-type: none"> <li>– <b>“Excerpts from the Qikiqtani Inuit Association Web Site”</b></li> <li>– <b>Point of View graphic organizer: Qikiqtani Web site</b></li> <li>– <b>Expert Texts (“Monitoring the Mary River Project” (excerpt 1) and “Nunavut Braces for Massive Mary River Mine” (excerpt 2))</b></li> <li>– <b>Point of View graphic organizer: Expert Texts</b></li> <li>– <b>“Multibillion-dollar Iron Mine Approved for Baffin Island”</b></li> <li>– <b>Nunavut Mine note-catcher</b></li> <li>– <b>Vocabulary cards and Frayer Models</b></li> <li>– <b>Model Painted Essay: “Editorial about Wind Power”</b></li> <li>– <b>Linking Words handout</b></li> </ul> </li> <li>• Display the following for student reference throughout the assessment:               <ul style="list-style-type: none"> <li>– <b>Vocabulary Strategies anchor chart</b></li> <li>– <b>Point of View charts</b></li> <li>– <b>Developing an Opinion anchor chart</b></li> <li>– <b>Parts of a Painted Essay anchor chart</b></li> <li>– <b>Draft Editorial charts</b></li> <li>– <b>Linking Words anchor chart</b></li> </ul> </li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to set aside the materials they gathered during the Opening. Then distribute <b>lined paper</b>, the article “<b>Nunavut</b>,” and the <b>End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island</b>.</li> <li>• Read the directions, questions, and editorial rubric. Point out to students that they will first read the new text about Nunavut and respond to text-dependent questions. Then, they will begin to write their draft editorials for Part 2 of the assessment. Clarify as needed and then ask students to begin.</li> <li>• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.</li> <li>• Circulate and support students as they work. During an assessment, prompting should be minimal.</li> <li>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.</li> <li>• Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li> </ul>
<p><b>B. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>Tracking My Progress, End of Unit 3 recording form</b> to each student.</li> <li>• Ask students to refer to their responses on the End of Unit 3 Assessment as they reflect on their ability to meet each of the targets.</li> <li>• Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief. Use <b>End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference)</b> and the <b>Criteria for an Editorial Essay</b> to score students' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li> <li>• After 2 or 3 minutes, invite several students to share their thinking whole group.</li> <li>• Collect students' progress trackers to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer sentence starters to support all students in accessing the debrief conversation: "I think I have mastered ... because..." and "I'm still struggling with ... because ..."</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether or not you would recommend your independent book to a peer.</li> </ul> <p><i>Note: Students will need their End of Unit 3 Assessment (draft editorials) for peer critique, revision, and group discussions in Lessons 10 and 11. If possible, use the Criteria for an Editorial Essay to grade students' editorials before Lesson 10. If that is not feasible, consider skimming students' editorials to provide one piece of specific positive feedback—based on one focus area of the criteria—and one specific suggestion they should focus on when revising. Then, photocopy students' editorials, so you can return their scored originals in Lesson 10 and keep the photocopied versions to score as time permits. Or, if you need more time before returning students' work in Lesson 10, consider inserting a day of independent reading between Lessons 9 and 10.</i></p>	<ul style="list-style-type: none"> <li>• As available, provide an audio version of texts to support students who struggle reading independently.</li> <li>• Write the reflection question on a card or blank page in students' journals to help them remember the discussion point for the next lesson.</li> </ul>



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# Grade 5: Module 3B: Unit 3: Lesson 9

## Supporting Materials



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## **The People and Their Work**

Nunavut is the native homeland of the Inuit, who make up nearly 85 percent of the total population. In 2001, its population was almost 27,000, making Nunavut the least populated territory in Canada.

Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem. Nunavut has few resources. Without fertile land and forests, the territory's natural wealth lies in its minerals, petroleum deposits, and wildlife. Minerals are found in the Canadian Shield, and oil and gas deposits exist in the Arctic Islands.

Hunting for caribou and seal is a traditional aspect of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts. The fur industry is based on seal, white fox, and polar bears. Fishing is also important to Nunavut's economy. Most commercial fishing takes place at the mouths of the main rivers flowing into the Arctic Ocean and Hudson Bay. Arctic char is the most important commercial fish.

Nunavut abounds in natural beauty, and the tourist industry, while still small, is growing.

## **Cities**

Most of Nunavut's inhabitants live in settlements (very small villages). Iqaluit, the capital, is the largest city, with a population of about 5,300. Iqaluit is located on the southern part of Baffin Island. Rankin Inlet, the second largest settlement, has a population of about 2,200.

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End of Unit 3 Assessment:  
Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

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

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

**Part 1: Text-Dependent Questions**

**Directions:**

- Read the article “Nunavut.”
- Consider the gist of the article—what it is mostly about.
- Skim the assessment questions below.
- Reread the text in chunks to help you think about the answers to the assessment questions.
- Answer short response questions in complete sentences.
- Be sure to cite evidence from the text to support your thinking.
- After you complete Part 1 of the assessment, complete Part 2: Editorial Draft.

1. Part A: According to the article, what is a problem for the people of Nunavut?
  - a. They live in the least populated area of Canada.
  - b. Most of the people in Nunavut work for the government.
  - c. Unemployment is an ongoing problem.
  - d. There are not enough seals or caribou to hunt.

Part B: Support your response to Part A with a quote from the text.

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End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

2. Name three sources of “natural wealth” in the Nunavut territory.

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On the lines below, record a quote from the text to support your response.

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3. In the sentence “Hunting for caribou and seal is a traditional **aspect** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts,” what does the word **aspect** mean? Use context clues to help you.

- a. expression
- b. part
- c. viewpoint

How did you use context clues to determine the meaning of **aspect**?

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End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

4. In the sentence “Most of Nunavut’s ***inhabitants*** live in settlements (very small villages),” what does the word ***inhabitants*** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for ***inhabitants***, on the line below.

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Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of ***inhabitants***.

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End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

**Part 2: Draft Editorial**

**Directions:**

1. Think about the focus question: ***Should the Inuit community approve the Mary River mine proposal on Baffin Island?***
2. Review the assessment text “Nunavut,” your Point of View graphic organizers, Nunavut Mine note-catcher, and the informational texts you read during the first part of the unit about the Mary River Project to help you develop each part of your editorial draft.
3. On your lined paper, develop an *introductory paragraph* that includes:
  - An *introduction* that grabs the reader’s attention and provides background knowledge about the topic of your essay
  - A *thesis (opinion)*
  - Two *points (reasons)*
4. Review your graphic organizers, note-catcher, and texts to identify and record *three pieces of evidence* to support each point (reason) from your introductory paragraph (six pieces of evidence total), on the chart provided.
5. Below your introductory paragraph, write “Proof Paragraph 1” to support “Point 1.” Make sure to include the following:
  - A restatement of Point 1 (Reason 1)
  - Three pieces of evidence in support of Point 1 and the thesis
  - At least one piece of evidence in the form of a quote
6. Below “Proof Paragraph 1,” write “Proof Paragraph 2” to support “Point 2.” Make sure to include the following:
  - A restatement of Point 2 (Reason 2)
  - Three pieces of evidence in support of Point 2 and the thesis
  - At least one piece of evidence in the form of a quote
7. Write a conclusion paragraph for your essay that explains the “what?” and “so what?” of your editorial.
8. Check your work against the Criteria for an Editorial Essay and make revisions as needed.



Proof Paragraph Graphic Organizer

**Focus Question:** Should the Inuit community approve the Mary River mine proposal on Baffin Island?

<b>Point 1 (Reason 1):</b>	<b>Proof Paragraph 1: Evidence related to Point 1</b>
<b>Point 2 (Reason 2)</b>	<b>Proof Paragraph 2: Evidence related to Point 2</b>



End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:  
The Mary River Project on Baffin Island  
(Answers, for Teacher Reference)

**Part 1: Text-Dependent Questions**

Answers in **bold**.

1. Part A: According to the article, what is a problem for the people of Nunavut?
  - a. They live in the least populated area of Canada.
  - b. Most of the people in Nunavut work for the government.
  - c. Unemployment is an ongoing problem.**
  - d. There are not enough seals or caribou to hunt.

Part B: Support your response to Part A with a quote from the text.

**“Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem.”**

2. Name three sources of “natural wealth” in the Nunavut territory.

**Minerals, petroleum (deposits), wildlife**

On the lines below, record a quote from the text to support your response above.

**“Without fertile land and forests, the territory’s natural wealth lies in its minerals, petroleum deposits, and wildlife.”**



End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:  
The Mary River Project on Baffin Island  
(Answers, for Teacher Reference)

3. In the sentence “Hunting for caribou and seal is a traditional **aspect** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts,” what does the word **aspect** mean? Use context clues to help you.

a. expression

**b. part**

c. viewpoint

How did you use context clues to determine the meaning of **aspect**?

**The rest of the paragraph describes other income sources, so it made sense that aspect would mean one part of the sources of income; I tried substituting each word in place of aspect, and “part” made the most sense in this context.**

4. In the sentence “Most of Nunavut’s **inhabitants** live in settlements (very small villages),” what does the word **inhabitants** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for **inhabitants**, on the line below.

**I think inhabitants are occupants, residents—the people who live in a particular place.**

Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of **inhabitants**.

**I was able to determine this from context because it says inhabitants “live” in a place; I know the prefix *in-* means in or into and *habitants* reminds me of habitat, which is the place where someone/something lives.**

## Part 2: Draft Editorial

**\*Refer to the elements outlined in the student directions for Part 2 of this essay, as well as the Criteria for an Editorial Essay, to score students’ editorial drafts.**



Tracking My Progress End of Unit 3 Form

Name:

Date:

**Learning Target:** I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.

1. The target in my own words is:

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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:

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Tracking My Progress End of Unit 3 Form

Name:

Date:

**Learning Target:** I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.

1. The target in my own words is:

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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:

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Tracking My Progress End of Unit 3

Name:

Date:

**Learning Target:** I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

1. The target in my own words is:

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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:

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Criteria for an Editorial Essay

Criteria	4	3	2	1	0
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	<p>___ clearly introduce a topic in a manner that follows logically from the task and purpose</p> <p>___ demonstrate insightful comprehension and analysis of the text(s)</p>	<p>___ clearly introduce a topic in a manner that follows from the task and purpose</p> <p>___ demonstrate grade-appropriate comprehension and analysis of the text(s)</p>	<p>___ introduce a topic in a manner that follows generally from the task and purpose</p> <p>___ demonstrate a literal comprehension of the text(s)</p>	<p>___ Introduce a topic in a manner that does not logically follow from the task and purpose</p> <p>___ demonstrate little understanding of the text(s)</p>	<p>___ demonstrate a lack of comprehension of the text(s) or task</p>
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<p>___ develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>___ sustain the use of varied, relevant evidence</p>	<p>___ develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>___ sustain the use of relevant evidence, with some lack of variety</p>	<p>___ partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>___ use relevant evidence inconsistently</p>	<p>___ demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</p>	<p>___ provide no evidence or provide evidence that is completely irrelevant</p>



Criteria for an Editorial Essay

Criteria	4	3	2	1	0
<p><b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>___ exhibit clear, purposeful organization/exhibit use of all parts of the Painted Essay structure</p> <p>___ skillfully link ideas using grade-appropriate words and phrases</p> <p>___ use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</p> <p>___ provide a concluding statement that follows clearly from the focus and points presented</p>	<p>___ exhibit clear organization</p> <p>___ link ideas using grade-appropriate words and phrases</p> <p>___ use grade-appropriate precise language and domain-specific vocabulary</p> <p>___ provide a concluding statement that follows from the focus and points presented</p>	<p>___ exhibit some attempt at organization</p> <p>___ inconsistently link ideas using words and phrases</p> <p>___ inconsistently use appropriate language and domain-specific vocabulary</p> <p>___ provide a concluding statement that follows generally from the focus and points presented</p>	<p>___ exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>___ lack the use of linking words and phrases</p> <p>___ use language that is imprecise or inappropriate for the text(s) and task</p> <p>___ provide a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>___ exhibit no evidence of organization</p> <p>___ exhibit no use of linking words and phrases</p> <p>___ use language that is predominantly incoherent or copied directly from the text(s)</p> <p>___ do not provide a concluding statement</p>