

5<sup>th</sup> Grade

At Home Learning

Writing Assignment

For the week of:

May 18 - May 22

# ONLINE SCHOOL VS. TRADITIONAL SCHOOL

## Opinion Writing Prompt

As you know, schools across the country have moved to online schooling due to Covid-19. Kids, teachers, and parents have mixed emotions about online schooling for students. While students are safer at home, are students still getting the best education?

Consider both sides of the argument. Then create an opinion piece about **Online Learning vs. Traditional School Learning**. Which do you think is a better option for students in the future?

On the next pages, there are two informational texts each explaining a side of the opinion argument. Start by reading these articles, and then plan your own opinion essay.

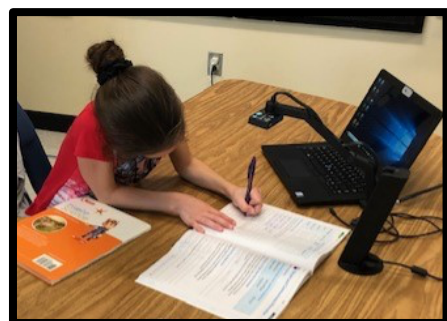
Which type of learning do you think is better for students? Use reasons and examples to support your opinion!

**Be sure to:**

- \* Introduce the topic clearly;
- \* Use information from the two sources so that your piece includes important details;
- \* Develop the topic in a clear order, with facts, definitions, and details related to the topic;
- \* Use clear language and vocabulary;
- \* Have a strong conclusion;
- \* Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

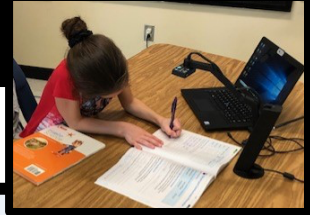


VS.



# Online School Might be a Good Thing

## Article 1



Sam wakes up around 9:30 each day and brushes his teeth. After this he opens his computer. Without much effort he is already able to be at school. He never had to get into the car or even change out of his pajamas. This is because Sam does online learning.

Recently due to Covid-19 brick and mortar schools were forced to change from their normal in-person learning to learning only through a computer screen. This isn't a new concept though. Students, like Sam, have been doing it for years! Sam is an actor in a Disney movie, so he has always needed to have online school, so he can also be available during filming!

Now other schools are also coming to the conclusion that online schools might be easier for students than in-person learning. After all, Sam is always well rested. Online schools allow students to move at their own pace, wake-up when they want to, and even gives students the comfort of being at home. Home learning can even allow students to take a variety of classes all through their computer.

Online schools aren't just good for the students though! Its good for the community. Right about now you might be wondering how.... Well think about the cost of running a school! When there is no school, there is no power bill, bus cost, and no bathrooms to clean. All of these things help save money. Then that tax money can be used in other ways like at animal or homeless shelters.

Digital learning actually helps the environment too. Just in a single county up to 72,000 students ride the bus. The buses can drive over 1 million miles in a month. This is just in one county, in one state! Multiply that by a thousand, and you'll have an idea of the pollution and waste buses put out to take kids to school.

When the Covid-19 epidemic is over, there should be real thought in kids continuing learning from home. Maybe we should think a little harder before students should jump back into schools too quickly!

# We should End Online Learning AS SOON AS POSSIBLE

## Article 2



Recently a pandemic called Covid-19 has changed schools across the country for the worst. Normally students get up in the morning, get on the school bus and depart for school. Students now are opening their computers and trying to learn at home. This is the worst situation for education, teachers, and students.

First let's consider the students. They are the whole point of the education system. School is abundantly more than just learning. Take a moment, and try to list three of your favorite things about school. Very few students would say, "the quiz I took on multiplication!" Instead kids say field day, soccer at recess, or even art class. These activities prove that school is about so much more than lessons, quizzes, and tests. Schools are a social experience that allows kids to play, communicate, and grow in all areas of their life. Even making friends is an important part of school. Learning through the computer does NOT help students to develop these other vital skills.


Next, we should consider what online learning is like for the teachers. Most teachers got into education because they love being around kids. They lose this opportunity when there is only online learning. They can't hug a student that is feeling sad, play with students on the playground, or even give a student a high-five for doing well on classwork. Just checking in on a student isn't the same as seeing them in person. Just as much as kids want to be around their teacher, teachers feel the same way.

Lastly let's consider the education students are receiving through the computer. If you are honest with yourself, are you learning as much being at home on the computer as being in your desk at school? Of course not! Online learning can not replace the quality lessons and time that come from traditional learning.

Overall the faster we can get students back to school, the better for all of education and all of society.

# Persuasive Writing

to persuade the reader or express an opinion

<b>Beginning</b>	Hook <b>OPEN IT</b>		Opinion – use <b>OPEN IT</b> , if stuck; Start with a <b>QUESTION</b> : should be debatable, specific, and meaningful												
	Occasion/Position Statement <b>Thesis Statement:</b> <i>A sentence that tells readers the <b>main points</b> your paper covers and <b>in what order</b>, always <b>last sentence</b> in topic paragraph</i>		State the topic of your essay with a sentence to inform the reader using an “Occasion/Position” Word:  <table style="width: 100%; border: none;"> <tr> <td>after</td> <td>although</td> <td>as</td> <td>before</td> </tr> <tr> <td>even though</td> <td>if</td> <td>since</td> <td>unless</td> </tr> <tr> <td>until</td> <td>when</td> <td>whenever</td> <td>while</td> </tr> </table>	after	although	as	before	even though	if	since	unless	until	when	whenever	while
after	although	as	before												
even though	if	since	unless												
until	when	whenever	while												
<b>Middle</b>	Main / Star Ideas & Details  Arguments/ Persuasive Strategies  “Show not Tell”	★ Detail 1	transition, ★idea - detail - detail - detail												
		★★ Detail 2	transition, ★idea - detail - detail - detail												
		★★★ Detail 3	transition, ★idea - detail - detail - detail												
			 <b>Explain/Give an Example</b> Use the E's to support your topic and bring your paragraph to life. Include: <ul style="list-style-type: none"> <li>• Examples</li> <li>• Explanation</li> <li>• Evidence</li> <li>• Events</li> <li>• Experiences</li> <li>• Excitement</li> <li>• Elaboration</li> </ul>												
<b>End</b>	Conclusion Statement		Restating the topic in a new, creative way using a conclusion word: <table style="width: 100%; border: none;"> <tr> <td>In fact</td> <td>In conclusion</td> <td>Obviously</td> <td>All in all</td> </tr> <tr> <td>Definitely</td> <td>To sum up</td> <td>Surely</td> <td>Truly</td> </tr> <tr> <td></td> <td></td> <td>Clearly</td> <td></td> </tr> </table>	In fact	In conclusion	Obviously	All in all	Definitely	To sum up	Surely	Truly			Clearly	
	In fact	In conclusion	Obviously	All in all											
Definitely	To sum up	Surely	Truly												
		Clearly													
Ending <b>WRAP IT</b>		Challenge the Reader: Call for action Wish / Hope for the future													



**Flee Map**



# Traditional vs. Online School

Planning

Hook Sentence: \_\_\_\_\_

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

Reason 1: \_\_\_\_\_

Examples/Explanations:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Reason 2: \_\_\_\_\_

Examples/Explanations:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Reason 3: \_\_\_\_\_

Examples/Explanations:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Closing: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







	Statement of Purpose/Focus and Organization		Development of Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<input type="checkbox"/> I provided a thesis of what my writing will be about <input type="checkbox"/> I have supporting paragraphs/reasons that support my thesis	<input type="checkbox"/> I have a strong introduction, body and conclusion <input type="checkbox"/> My conclusion connects back with my introduction <input type="checkbox"/> My reasons within my body flow in an order that makes sense <input type="checkbox"/> I use transitional strategies	<input type="checkbox"/> I have more than two specific supporting details/evidence that supports each reason <input type="checkbox"/> I use different kinds of evidence <input type="checkbox"/> I explain how the evidence supports the reason <input type="checkbox"/> I cite where the evidence comes from	<input type="checkbox"/> I use strong, specific and precise words	<input type="checkbox"/> At least 80% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
3	<input type="checkbox"/> I provided a thesis of what my writing will be about <input type="checkbox"/> I mostly support this thesis with supporting paragraphs/reasons	<input type="checkbox"/> I have an introduction, body and conclusion <input type="checkbox"/> My conclusion connects back with my introduction <input type="checkbox"/> My reasons within my body for the most part flow in a progression that makes sense <input type="checkbox"/> I use transitional strategies	<input type="checkbox"/> I have at least two specific supporting details/evidence that supports each reason <input type="checkbox"/> I explain how the evidence supports the reason <input type="checkbox"/> I cite where my evidence comes from	<input type="checkbox"/> I use some strong, specific and precise words <input type="checkbox"/> I use some general words	<input type="checkbox"/> At least 50% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
2	<input type="checkbox"/> I provide a thesis of what my writing will be about <input type="checkbox"/> I have some support for my promise with supporting paragraphs/reasons	<input type="checkbox"/> I have a weak introduction, body, and conclusion <input type="checkbox"/> There is uneven progression of reasons in my body <input type="checkbox"/> I have some transitional strategies	<input type="checkbox"/> I have some supporting details/evidence that supports each reason <input type="checkbox"/> I explain how the evidence supports the reason	<input type="checkbox"/> I use mostly general words.	<input type="checkbox"/> At least 30% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
1	<input type="checkbox"/> I provided a thesis of what my writing will be about	<input type="checkbox"/> I have one or two of the elements of organization: introduction, body or conclusion	<input type="checkbox"/> I have very little supporting evidence	<input type="checkbox"/> I use all general words	<input type="checkbox"/> At least 10% of the appropriate grade level conventions are correct

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# Transition Words: *In Opinion Writing*

## Introduction + Thesis: Presenting your Opinion

- I believe...
- I think...
- In my opinion...
- I feel...
- I am convinced...
- I prefer...
- My favorite...
- The best...

## Reasons: Explaining why you have your Opinion

### 1.

- First,
- To begin with,
- To start,
- First of all,
- One reason is

### 2.

- Second,
- Next,
- Another reason is
- In addition,
- Also,

### 3.

- Third,
- Finally,
- Lastly,
- Most importantly,
- One last reason is

## Evidence: Specific Proof for each Reason

- In other words,
- In particular,
- Additionally,
- Also,
- Similarly,
- An example is
- For example,
- For instance,
- Specifically,
- In fact,

## Conclusion: Summing it all up

- In conclusion,
- As you can see,
- All in all,
- Clearly,
- Therefore,
- At the end of the day,
- To sum it up,
- To summarize,
- As I have said,
- Finally,
- Obviously,
- To conclude,

# ***Let's Cite Text Evidence***

In paragraph \_\_\_\_\_, the author wrote, "ADD QUOTE HERE."

The author explained, "ADD QUOTE HERE."

For example, "ADD QUOTE HERE."

I think \_\_\_\_\_ because the author said, "ADD QUOTE HERE."

According to the information provided in \_\_\_(TITLE GOES HERE)\_\_\_, "ADD QUOTE HERE."

Based on \_\_\_(TITLE GOES HERE)\_\_\_, "ADD QUOTE HERE."

In the story, \_\_\_(TITLE GOES HERE)\_\_\_, the author stated, "ADD QUOTE HERE."

I agree with the author of \_\_\_(TITLE GOES HERE)\_\_\_ when he/she wrote, "ADD QUOTE HERE."



# ***Let's Explain the Citations***

This explains that....

Based on what the author says, I know....

This statement means that...

As the author states, I agree that...

This clearly states that....

As you can see this shows that...

This quote shows that...

