Unit 5  Cultures

Writing Focus: Argument
Write Like a Reporter

Argumentative Paragraph

**Student Prompt** Reread the story *Suki’s Kimono*. Who do you think enjoyed the first day of school more—Suki or her sisters? Write an opinion piece in which you state and defend your opinion. Provide evidence from the text to support your opinion.
Write Like a Reporter

Argumentative Paragraph

Student Prompt, p. 134 Reread the story Suki’s Kimono. Who do you think enjoyed the first day of school more—Suki or her sisters? Write an opinion piece in which you state and defend your opinion. Provide evidence from the text to support your opinion.

Writing to Sources Have students reread the text carefully, looking at words and phrases that tell how Suki and her sisters feel about their first day at school. Point out that students can use these words and phrases to support their opinion.

Students’ opinion pieces should:
• clearly state who enjoyed the first day of school more
• use words and phrases from the selection to support their opinion
• link opinion and reasons with words and phrases such as because and since
• demonstrate strong command of the conventions of standard written English

Common Core State Standards
Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Student Prompt  Look back at Suki’s Kimono and “Clothes: Bringing Cultures Together.” Which article of clothing would you most like to wear—the kimono from the first selection or the poncho, moccasins, or beret from the second selection? Provide evidence from both texts to support your opinion.
Connect the Texts

Argumentative Essay

Student Prompt, p. 136 Look back at Suki’s Kimono and “Clothes: Bringing Cultures Together.” Which article of clothing would you most like to wear—the kimono from the first selection or the poncho, moccasins, or beret from the second selection? Provide evidence from both texts to support your opinion.

Writing to Sources Discuss with students what they learned from the texts about the different kinds of clothing. Have them go back into both texts and find specific evidence to support their choice of clothing. Remind students to state their opinion clearly and to support it with two or three reasons that include details from both texts.

4-point Argument Writing Rubric

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<td>Evidence is thorough and persuasive, and includes facts and details.</td>
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<td>Command of conventions is strongly demonstrated.</td>
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Common Core State Standards

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Write Like a Reporter
Argumentative Paragraph

Student Prompt Reread the story *I Love Saturdays y domingos*. Which part of her Saturdays and domingos do you think the girl likes best? Draw a conclusion based on details in the text. Write an opinion piece in which you state and defend your conclusion. Support your opinion with text evidence.
Write Like a Reporter

Argumentative Paragraph

**Student Prompt, p. 138** Reread the story *I Love Saturdays y domingos*. Which part of her Saturdays and domingos do you think the girl likes best? Draw a conclusion based on details in the text. Write an opinion piece in which you state and defend your conclusion. Support your opinion with text evidence.

**Writing to Sources** Have students reread the text carefully, paying attention to what the girl says and does. Point out that students can use these details to draw a conclusion about what she likes best. Remind students to state their opinion clearly and then provide two or three reasons that are supported by evidence from the text.

**Students’ opinion pieces should:**
- clearly state which part of her Saturdays and domingos the girl likes best
- base their opinion on conclusions drawn from the selection
- provide reasons supported by evidence from the text
- demonstrate strong command of the conventions of standard written English

**Common Core State Standards**

- Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Connect the Texts
Argumentative Essay

Student Prompt  Look back at the girl’s birthday celebration in *I Love Saturdays y domingos* and the celebrations in “Communities Celebrate Cultures.” Which celebration do you think sounds most interesting? Why? Write your opinion and provide supporting evidence from both texts.
Connect the Texts

Argumentative Essay

Student Prompt, p. 140  Look back at the girl’s birthday celebration in *I Love Saturdays y domingos* and the celebrations in “Communities Celebrate Cultures.” Which celebration do you think sounds most interesting? Why? Write your opinion and provide supporting evidence from both texts.

Writing to Sources  Review both selections with students, focusing on the description of each celebration. Suggest that students create a list of things they like or dislike about each celebration. Then have them write their opinion and use the lists to choose evidence to support their opinion.

4-point Argument Writing Rubric

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Common Core State Standards

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Write Like a Reporter

Argumentative Paragraph

Student Prompt  Reread the story *Good-Bye, 382 Shin Dang Dong*. Do you think it will be easy or difficult for Jangmi to adapt to a new culture? Write your opinion. Find and write at least three good reasons from the text to support your opinion.
Write Like a Reporter

Argumentative Paragraph

**Student Prompt, p. 142** Reread the story *Good-Bye, 382 Shin Dang Dong*. Do you think it will be easy or difficult for Jangmi to adapt to a new culture? Write your opinion. Find and write at least three good reasons from the text to support your opinion.

**Writing to Sources** Point out to students that they will need to reread the text carefully, looking for words and sentences they can use as evidence to support their opinion. Tell them to first state their opinion clearly and then to provide two or three reasons supported by details from the text. If students have difficulty finding evidence in the text, guide them to reread pp. 275–278.

**Students’ opinion pieces should:**
- clearly state whether it will be easy or difficult for Jangmi to adapt to a new culture
- use words and sentences from the selection to support their opinion
- link opinion and reasons with words and phrases such as *for example* and *therefore*
- demonstrate strong command of the conventions of standard written English

**Common Core State Standards**

*Writing 1.* Write opinion pieces on topics or texts, supporting a point of view with reasons.
Connect the Texts
Argumentative Opinion Piece

Student Prompt  Look back at *Good-Bye, 382 Shin Dang Dong* and “Sing a Song of People.” Do you think Jangmi would enjoy living in the place described in the poem? Use details from both texts to draw a conclusion. Write an opinion piece in which you state and defend your conclusion using text evidence.
Connect the Texts

Argumentative Opinion Piece

Student Prompt, p. 144  Look back at Good-Bye, 382 Shin Dang Dong and “Sing a Song of People.” Do you think Jangmi would enjoy living in the place described in the poem? Use details from both texts to draw a conclusion. Write an opinion piece in which you state and defend your conclusion using text evidence.

Writing to Sources  Discuss students’ conclusions and the details they used to draw those conclusions. Have them go back into both texts and find specific evidence to support their opinion. Remind students to look closely at the authors’ words and phrases and to think about the inferences readers can make from this language.

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Common Core State Standards

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Write Like a Reporter

Argumentative Paragraph

**Student Prompt** Reread the selection *Jalapeño Bagels*. Do you think Pablo is proud that he comes from two different cultures? Write an opinion piece in which you state and defend your opinion using evidence from the text.

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Student Prompt, p. 146  Reread the selection Jalapeño Bagels. Do you think Pablo is proud that he comes from two different cultures? Write an opinion piece in which you state and defend your opinion using evidence from the text.

Writing to Sources  Point out to students that they can use details from the text to make inferences about Pablo’s thoughts and feelings. Once they have stated their opinion clearly, students can use the evidence they find as well as their inferences to support their opinion with two or three reasons.

Students’ paragraphs should:
  • clearly state whether Pablo is proud that he comes from two different cultures
  • use inferences about Pablo’s thoughts and feelings to support their opinion
  • provide reasons supported by details from the text
  • demonstrate strong command of the conventions of standard written English

Common Core State Standards
Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Connect the Texts
Argumentative Essay

Student Prompt  Look back at Jalapeño Bagels and “Foods of Mexico.” Both selections tell about food that blends two cultures. Which food would you rather try—the jalapeño bagel in the first selection or the torta de tamal in the second selection? Write your opinion. Then provide details from both texts as evidence to support your opinion.
Connect the Texts

Argumentative Essay

Student Prompt, p. 148  Look back at Jalapeño Bagels and “Foods of Mexico.” Both selections tell about food that blends two cultures. Which food would you rather try—the jalapeño bagel in the first selection or the torta de tamal in the second selection? Write your opinion. Then provide details from both texts as evidence to support your opinion.

Writing to Sources  Have students read both texts carefully for details about the jalapeño bagel and the torta de tamal. Suggest that students list their ideas as a way to help them form their opinion. Then have students write their opinion and choose evidence from the lists to support their opinion.

### 4-point Argument Writing Rubric

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**Common Core State Standards**

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Student Prompt  Reread the selection *Me and Uncle Romie*. In the beginning Daddy tells James that Uncle Romie is a good man. What makes Uncle Romie a good man? Write your opinion. Then look through the text for evidence that supports your opinion. Find and write at least three good reasons.
Write Like a Reporter

Argumentative Paragraph

Student Prompt, p. 150 Reread the selection *Me and Uncle Romie*. In the beginning Daddy tells James that Uncle Romie is a good man. What makes Uncle Romie a good man? Write your opinion. Then look through the text for evidence that supports your opinion. Find and write at least three good reasons.

Writing to Sources Suggest that students begin their opinion piece by answering the question: What makes Uncle Romie a good man? Then have students reread the text carefully, looking for reasons that support their opinion. If they have difficulty finding evidence in the text, guide them to reread pp. 342–348.

Students’ opinion pieces should:

- clearly state why they think Uncle Romie is a good man
- follow their opinion with reasons supported by facts and details from the selection
- link opinion and reasons with words and phrases such as *one thing* and *another*
- demonstrate strong command of the conventions of standard written English

[@ Common Core State Standards

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.}
Connect the Texts
Argumentative Essay

Student Prompt  Look back at *Me and Uncle Romie* and “Country to City.” Both selections describe North Carolina and New York. Which do you think is a better place to live? Use information from both texts not only to support the place you chose but also to explain why you did not choose the other place. Use persuasive words to convince readers to agree with your choice.
Connect the Texts

Argumentative Essay

Student Prompt, p. 152  Look back at *Me and Uncle Romie* and “Country to City.” Both selections describe North Carolina and New York. Which do you think is a better place to live? Use information from both texts not only to support the place you chose but also to explain why you did not choose the other place. Use persuasive words to convince readers to agree with your choice.

Writing to Sources  Have students review both texts and make a T-chart listing reasons why they would or would not like to live in each place. Tell them to first state their opinion clearly and then provide reasons supported by facts and details from both texts. Remind students to use persuasive words that will appeal to readers.

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Common Core State Standards

Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Prove It!

Argumentative Essay

In an **argumentative essay**, a writer tries to convince a reader to act or believe in a certain way. The writer supports opinions with reasons, facts, and examples. The writer uses persuasive words to make the reasons more convincing.

**Academic Vocabulary**

| In an **argumentative essay**, a writer tries to convince a reader to act or believe in a certain way. The writer supports opinions with reasons, facts, and examples. The writer uses persuasive words to make the reasons more convincing. |

**ELL**

**Introduce Genre** Write **argumentative essay** on the board. Explain that this phrase is used to describe writing that expresses the writer’s personal views. Point out that an opinion should be supported by reasons that include facts and examples. Discuss with students the key features of an argumentative essay that appear on this page.

**Learning About Other Cultures**

**Argumentative Essay**

In this unit, students have read examples of argumentative, or opinion, writing, such as a letter to the editor and a book review, and have had the opportunity to write in this mode. Remind students of texts and writing tasks (such as Write Like a Reporter and Connect the Texts) in which they have encountered and practiced argumentative writing.

**Key Features of an Argumentative Essay**

- establishes a clear position on an issue or question
- supports the position with details, reasons, facts, and examples as evidence
- tries to convince readers to think or act in a certain way
- uses persuasive words to make reasons more convincing
- often organizes ideas and facts in order of importance
- provides a concluding statement or section related to the topic

**Writing Task Overview**

Each unit writing task provides students with an opportunity to write to sources. To successfully complete the task, students must analyze, synthesize, and evaluate multiple complex texts and create their own written response.

**Learning About Other Cultures**

**Part 1:** Students will read and take notes on the selected sources. They will then respond to several questions about these sources and discuss their written responses with partners or in small groups.

**Part 2:** Students will work individually to plan, write, and revise their own argumentative essay.

**Scorable Products:** evidence-based short responses, argumentative essay
Learning About Other Cultures: Writing Task – Short Response

Teacher Directions:

1. **Introduce the Sources** Refer students to the following texts in the Student Edition:

   1. *Suki’s Kimono*, pp. 198–211
   2. *I Love Saturdays y domingos*, pp. 230–245
   3. *Jalapeño Bagels*, pp. 296–309

   Explain to students that they will need to draw evidence and support from the texts above in order to answer evidence-based short response questions and to write an argumentative essay. Students should take notes and categorize information as they closely reread the texts. Students should be given paper or a relevant graphic organizer from the TR DVD for note-taking.

2. **Provide Student Directions and Scoring Information (p. 158)** Answer any task-related questions students may have. If necessary, provide additional paper for students to write their responses.

3. **Initiate the Writing Task** If you are timing this part of the task, you may wish to alert students when half the allotted time has elapsed and again when 5 minutes remain.

4. **Facilitate Collaboration** After students have completed their written responses to the evidence-based short response questions, assign partners or small groups and have them discuss their responses. If students struggle to work together productively, provide them with tips and strategies for expressing their ideas and building on others’.

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**Common Core State Standards**

- **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **Writing 8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **Speaking/Listening 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (Also Writing 1.a., Writing 1.b., Writing 1.c., Writing 1.d.)
Scoring Information
Use the following 2-point scoring rubrics to evaluate students’ answers to the evidence-based short response questions.

1. Compare the parts of culture that the characters explore in the three stories. How are the parts of culture they explore similar and different?

<table>
<thead>
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<th>Analysis Rubric</th>
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| **2** | The response:  
| | • demonstrates the ability to analyze similarities and differences among cultures in the texts  
| | • includes specific details that make reference to the texts |
| **1** | The response:  
| | • demonstrates a limited ability to analyze similarities and differences among cultures in the texts  
| | • includes some details that make reference to the texts |
| **0** | A response receives no credit if it demonstrates no ability to analyze similarities and differences among cultures in the texts or includes no relevant details from the texts. |

2. What lesson do all the main characters in the stories learn? Give examples from the texts to support your answer.

<table>
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| **2** | The response:  
| | • demonstrates the ability to synthesize information from the sources in order to evaluate a common theme  
| | • includes specific details that make reference to the texts |
| **1** | The response:  
| | • demonstrates a limited ability to synthesize information from the sources in order to evaluate a common theme  
| | • includes some details that make reference to the texts |
| **0** | A response receives no credit if it demonstrates no ability to synthesize information from the sources in order to evaluate a theme or includes no relevant details from the texts. |
3. Tell how characters in the texts explore their cultures. Recommend the best way to learn about a culture. Support your recommendation with examples from the texts.

<table>
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| 2 | The response:  
• demonstrates the ability to evaluate texts in order to recommend the best way to learn about a culture  
• includes specific details that make reference to the texts |
| 1 | The response:  
• demonstrates a limited ability to evaluate texts in order to recommend the best way to learn about a culture  
• includes some details that make reference to the texts |
| 0 | A response receives no credit if it demonstrates no ability to evaluate texts or includes no relevant details from the texts |

© Common Core State Standards

Writing 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Learning About Other Cultures
Writing Task – Short Response

Student Directions:

Your assignment  You will reread several selections from Unit 5 and take notes on these sources. Then you will answer three questions about these materials. You may refer to your notes or to any of the sources as often as you like.

Sources
1. Suki’s Kimono, pp. 198–211
2. I Love Saturdays y domingos, pp. 230–245
3. Jalapeño Bagels, pp. 296–309

Be sure to read closely and take good notes. Your sources and notes will be the basis for writing your own argumentative essay in the second half of this writing task.

Evidence-Based Short Response Questions  Answer the short response questions on the lines provided below each question. Your answers to these questions will be scored. Be sure to base your answers on the sources you have just read. Remember that you may refer back to your notes or to any of the sources.

After you have answered the questions, you will discuss your responses with a partner or in a small group. Your teacher will let you know when to begin the discussion part of this task.

Scoring Information  Your responses will be scored based on how you demonstrate the ability to:

• compare and contrast information across texts
• describe a lesson learned in all three texts
• make a recommendation and support it
• include specific details that clearly reference the sources
Evidence-Based Short Response Questions

1. Compare the parts of culture that the characters explore in the three stories. How are the parts of culture they explore similar and different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What lesson do all the main characters in the stories learn? Give examples from the texts to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Tell how characters in the texts explore their cultures. Recommend the best way to learn about a culture. Support your recommendation with examples from the texts.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Collaborative Discussion

After you have written your responses to the questions, discuss your ideas. Your teacher will assign you a partner or a small group and let you know when to begin.
Learning About Other Cultures: Writing Task – Argumentative Essay

Teacher Directions:

1. **Provide Student Directions and Scoring Information (p. 162)** Explain to students that they will now review their notes and sources and plan, draft, and revise their argumentative essays. Although they may use their notes and sources, they must work alone. Students will be allowed to look back at the answers they wrote to the short response questions, but they are not allowed to make changes to those answers. Have students read the directions for the argumentative essay and answer any task-related questions they may have. Students should be given paper on which to write their essays.

2. **Initiate the Writing Task** If you are timing this part of the task, you may wish to suggest approximate times for students to begin writing and revising. If students wish to continue writing rather than revising, allow them to do so. Alert students when 5 minutes remain.

3. **Scoring Information** Use the scoring rubric on the next page to evaluate students’ argumentative essays.

4. **Argumentative Essay Prompt** Use what you learned by reading *Suki’s Kimono*, *I Love Saturdays y domingos*, and *Jalapeño Bagels* to write an argumentative essay about why it’s important to learn about different cultures. Develop your argument using text evidence from all three texts. Be sure to follow the conventions of written English.
### 4-point Argument Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Development of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Opinion of literature is clearly conveyed and well supported.</td>
<td>Organization includes clear opinions, reasons, and concluding statement.</td>
<td>Evidence includes sufficient facts and details from sources; is thorough and persuasive.</td>
<td>Ideas are clearly conveyed, using persuasive words and linking words.</td>
<td>Use of conventions is clearly shown.</td>
</tr>
<tr>
<td>3</td>
<td>Opinion of literature is clear, adequately supported.</td>
<td>Organization is clear, though minor flaws may be present and some ideas may be disconnected.</td>
<td>Evidence is adequate and includes facts and details.</td>
<td>Ideas are adequately conveyed, using some persuasive words and linking words.</td>
<td>Command of conventions is sufficiently demonstrated.</td>
</tr>
<tr>
<td>2</td>
<td>Opinion of literature is somewhat supported and includes unnecessary material.</td>
<td>Organization is inconsistent, and flaws are apparent.</td>
<td>Evidence is uneven or incomplete; insufficient use of facts and details.</td>
<td>Ideas are unevenly conveyed, using simplistic language; lacks domain-specific vocabulary.</td>
<td>Command of conventions is uneven.</td>
</tr>
<tr>
<td>1</td>
<td>Response may be confusing; not sufficiently supported.</td>
<td>Organization is poor or nonexistent.</td>
<td>Evidence is poor or nonexistent.</td>
<td>Ideas are conveyed in a vague or confusing manner.</td>
<td>There is very little command of conventions.</td>
</tr>
<tr>
<td>0</td>
<td>The response demonstrates no evidence of the ability to construct a coherent opinion essay using information from sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. **Writing 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Also Writing 1.a, Writing 1.b, Writing 1.c, Writing 1.d.)*
Learning About Other Cultures
Writing Task – Argumentative Essay

Student Directions:

Your assignment Now you will review your notes and sources and plan, draft, and revise your argumentative essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers.

Argumentative Essay Prompt Use what you learned by reading Suki’s Kimono, I Love Saturdays y domingos, and Jalapeño Bagels to write an argumentative essay about why it’s important to learn about different cultures. Develop your argument using text evidence from all three texts. Be sure to follow the conventions of written English.

Scoring Information Your argumentative essay will be assigned a score for

1. Focus – how well you maintain your focus on your opinion and the reasons for it
2. Organization – how well the reasons are organized
3. Development – how well you develop the essay with reasons that include facts and examples
4. Language and Vocabulary – how well you develop the essay using precise language and domain-specific vocabulary
5. Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your argumentative essay. Try to manage your time carefully so that you can

• plan your argumentative essay
• write your argumentative essay
• revise and edit for a final draft
Learning About Other Cultures: Writing Task – Argumentative Essay

Teacher Directions:
1. **Publish** Explain to students that publishing their writing is the last step in the writing process. If time permits, have students review one another’s compositions and incorporate any comments their classmates have. Discuss different ways technology can be used to publish writing.

2. **Present** Students will now have the option to present their argumentative essays. Have students give speeches on their argumentative essays in front of the class. Use the list below to offer students some tips on listening and speaking.

**While Listening to a Classmate...**
- Face the speaker to listen attentively.
- Take notes on what the speaker says.

**While Speaking to Classmates...**
- Determine your purpose for speaking.
- Have good posture and eye contact.
- Speak at an appropriate pace.

**Things to Do Together...**
- Ask and answer questions with detail.
- Build on each other’s ideas.

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Writing 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.