

THIS IS THE ROPE

LESSONS FOR:

TYPES OF DETAILS & EVIDENCE

PREPOSITIONAL PHRASES

OPINION WRITING

CAUSE & EFFECT



MENTOR TEXT
CLUB
by jivey

GRADES 3-5

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club, you'll get a unit just like this one every month during the 2020-2020 school year for less than \$3 a month!

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If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

Table of Contents

Week At-A-Glance.....	4
Mentor Sentence Lesson.....	5-12
Teacher Display Sentence.....	6
Student Sentence Strips.....	7
Daily Lesson Possibilities and Models.....	8
Interactive Prepositional Phrases Activity.....	9
Editing Assessment.....	10-11
Symbolism: Mentor Text.....	12
Response to Literature.....	13
Response to Literature Rubric.....	17
Theme With Text Evidence.....	18
Concrete and Sensory Details: Mentor Text	21
Compare Texts.....	24
Identify Concrete and Sensory Details.....	29
Cause and Effect.....	33
Identifying Reasons and Evidence.....	32
Paired Text Assessment.....	36
Opinion Text-Based Writing Prompt.....	39
Opinion Prompt Rubric.....	42

You'll need: This Is the Rope by Jacqueline Woodson

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>This Is the Rope</u> for Students will discuss the symbolism and foundational history.	Show students the mentor sentence. Discuss the things that notice about the sentence emphasizing the prepositional phrases.	Students will write a response to literature related to <u>This Is the Rope</u> .
DAY TWO	Students will relate the symbolism to the theme of the mentor text, and cite evidence to support the theme.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of prepositional phrases.	Students will show understanding of concrete and sensory details in sentences from the mentor text.
DAY THREE	Students will compare the author's perspective with another author's perspective from the book to inform their article about the Great Migration.	Discuss how the sentence could be revised. Work to revise together, allow students to revise the sentence and share.	Students will identify concrete and sensory details used in an author's story.
DAY FOUR	Students will identify cause and effect in the article about The Great Migration.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will read an opinion essay about the Jim Crow Laws and identify the author's opinion, and the reasons and evidence provided in the essay.
DAY FIVE	Students will identify the author's perspective with another author's perspective from the book to inform their article about the Great Migration.	Students will practice "writing a sentence" (or use the example as a "model").	Students will use reasons and evidence from the information provided to give an opinion about the writing on

Monday - possibilities of things to notice
 *prepositional phrases
 complex sentence
 compound adjective – sweet-smelling (also a sensory c
 compound word – grandmother
 first person point of view (my)
 alliteration – skipped, sweet-smelling

This is the rope my grandmother skipped

Tuesday - label the sentence

This, my – pronouns
 is – linking verb
 the, a – articles
 rope, grandmother – nouns
 skipped – verb
 under, of – prepositional phrases
 sweet-smelling – adjective

This is the rope (that) my grandmother skipped
 of a sweet-smelling pine.

complete subjects
 simple subjects

complete predic
 simple predical

Wednesday - possibility of revised sentence

This is the strong rope my grandmother skipped under the cool
 shade of a sweet-smelling pine.
 (added adjectives)

Thursday - possibility of imitation sentence

This is the book my brother read with a flashlight under his
 comfy-cozy covers.

PREVIEW

PREVIEW

Prepositions do NOT contain a verb. They tell you where something is or where it is going. Write a sentence with a prepositional phrase under each preposition on top of the

Prepositional Phrases	in
	under
	with
	from
	on
	a
	down
	over

This is the rope my grandmother skipped under the shade of a sweet-smelling pine.
 ~ This Is the Rope

This is the rope my grandmother skipped under the shade of a sweet-smelling pine.
 ~ This Is the Rope

Name: _____ Date: _____

Asses _____

(this is the rope my grandmother skipped under the shade of a sweet-smelling pine.)



1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
 This is the rope my grandmother skipped under the shade of a sweet-smelling pine.

Underline all of the prepositional phrases in the following sentences:

- This is the rope my grandfather used to tie things they owned to the top of the car.
- This is the rope my mama tied around a small duckie's neck.
- This is the rope that my mama held out to the girls on the block.
- This is the rope my mama took from her room.
- He drove with my mama, off to a place far away from the city.
- This is the rope my mama used on the photo of my family.
- The rope was hanging from a sign at the intersection in the big park up the street from our home.

PREVIEW

SYMBOLISM: MENTOR TEXT

Core Anchor Standards: RL.1, RL.4

Duration: 30 MINUTES

Objective: Students will note the way the rope was used and what it symbolizes in the story.

Materials: Book

This Is the Rope by Jacqueline Woodson

Actions: Read This Is the Rope to the students for enjoyment.

Revisit the text to look at all the ways the rope was used. Remind students that symbolism is when an object represents something more than what it is literally. In this story, the rope wasn't JUST a rope- look at each way the rope was used and what it stood for at that moment. There were moments of fun with the rope, but also times when it was a useful tool to tie things down or hold things up... and it was passed through the family over many years (from the great-grandmother to the great-grandson).

Also discuss how the rope was a symbol of the family- the function of the rope is to hold things or tie things together. In the same way, the rope tied the family generations together over many years.

PREVIEW

RESPONSE TO LITERATURE

Core Anchor Standards: RL.1, RL.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will respond to the mentor text.

Materials: Journal

This Is the Rope by Jacqueline Woodson

Response to Literature Sheet

Response Prompt

Actions: Remind students of how the rope was found by Beatrice's grandmother when she was a little girl, and ended up back in her hands as an old woman as she watched her granddaughter jump with a new rope just as she had when she was little. Talk about the importance of the rope to her and her family.

Give students the prompt. Go over the checklist with the students for the response to literature to ensure that they include all of the key parts when they begin writing. Pass out the response sheet, or print one on a separate sheet for them to write in on a separate paper.

PREVIEW

RESPONSE TO LITERATURE CHECKLIST

- summarize the text(s)
- include title and author
- only give important details
- restate the prompt/question, and answer
- make connections to the text(s)
 - provide specific examples from the text(s)
 - give personal or real world examples
- edit for errors
 - correct capitalization
 - correct punctuation
 - check for complete varied sentences

Name: _____ Date: _____

Why do you think Grandma traded Beatrice
the rope for a new one at the end?

PREVIEW

PREVIEW

PREVIEW

Why do you think Grandma traded Beatrice the rope for a new one at the end?

The book This To the Rope by Jacqueline Woodson shows how a simple rope becomes a link between generations of family members to hold them together. It provides moments of fun, moments of security, and moments of bonding. For example, the same rope that the grandmother played with when she was a little girl was also what held up her daughter's diapers to dry. The same rope that held the grandmother's loggins on the side of their car also held her daughter's things here to move to college.

At the end, the rope was threadbare and graying. The rope had been with Grandma since she was about Beatrice's age when she first found it, and now, so many decades later, that rope holds many memories of her life and her family's life. She probably traded Beatrice for the rope so that it would fall apart and so she could have a new rope to hold her new memories. To be the new rope will hold Beatrice and her family for generations, too!

Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes clear, specific ideas that are relevant to the text, the author, and the prompt</p> <p>Includes the prompt, the author, and the topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text and author</p> <p>Answers the prompt</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited detail</p> <p>Provides little to no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Includes an effective introduction and conclusion</p> <p>Each paragraph is effectively organized with supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Each paragraph is mostly organized with supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Varied sentence types are used</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Writing is filled with errors</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

THEME WITH TEXT EVIDENCE

Core Anchor Standards: RL.1, RL.2

Duration: 30 MINUTES

Objective: Students will determine the theme with text evidence.

Materials Needed:
This Is the Rope by Jacqueline Woodson
Theme Activity

Actions: Remind students of what you discussed in the previous day's lesson about the symbolism of the book as a whole- the rope tied generations of family together.

Allow students time to decide what the message, or theme, of the book is based on the symbolism. Remind students that the theme isn't stated outright in the text, but we can infer what the author hopes we take from the story based on how the events unfold.

Work with students on the theme activity to provide evidence of the message of the story.

PREVIEW

This Is the Rope

theme:

Families are bonded together through generations



PREVIEW

evidence:

Grandpa and the rope
rope she. Mama
skip rope. The
friends, they bought
Beatrice to skip rope
with the same rope.

evidence:

Grandpa tied down
their belongings when
they moved from South
Carolina to New York,
then again when
Mama went to college.

evidence:

The same rope that held up flowers also held
up the family. The rope grove
the same.

PREVIEW

CONCRETE & SENSORY DETAILS: MENTOR TEXT

Core Anchor Standards: W.3, W.9, RL.1, RL.4

Duration: 30 MINUTES

Objective: Students will explain concrete and sensory details.

Materials: See below
This Is the Way We Know the World
Concrete and Sensory Details Activity

PREVIEW

Actions: The author does an excellent job in this story of making us feel and “see” with our senses, as well as revealing important details about the characters and setting.

Discuss with students the importance of using concrete and sensory details in their own writing- to help readers visualize and understand what you want to describe.

Return back to the mentor sentence and point out what we know about the setting from one sentence- how she is under the shade (so the tree must be quite tall) of a sweet-scented pine tree (so she is using the sense of smell to describe the pine).

PREVIEW

Look at the details in the activity and work together on one or two sentences to identify what each sentence reveals about the setting and the characters. Then, allow the students to work with a partner on the rest of the activity. Come back together at the end and allow a few students to share what they identified as concrete and sensory, and how it helps tell more of the story.

PREVIEW

Concrete & Sensory Details

In the sentences from the story, what is revealed about the setting and characters through the details the author provides?

This is the rope my grandmother used to dry the sweet-smelling flowers she grew in small white pots reminding her of the flowers back

Grandmother doesn't have a lot of room to grow flowers, but she wants to be reminded of their sweet smell. She also still considers South Carolina her home, even though she lives in New York now.

This is the rope my grandfather strung so that my mama's diapers could blow dry in the hot city breeze.

It was probably summer since it was hot. They used cloth diapers so they needed to be washed and dried.

This is the rope my grandmother had in the city block, her Brooklyn block, a home of their own that they finally owned.

The rope helped her to make new friends when they moved from the old place, where they rented, to a house they bought and owned.

This is the rope my mama found again, ten years later, when my grandfather said, *We need a bit of rope to tie these things down inside this here car, like that rope we used to have from back home.*

Mama was glad to see the rope might not have been thrown out about until that day. Her husband's father also thinks of where he is from as his home.

COMPARE TEXTS

Core Anchor Standards: RI.1, RI.2, RI.9

Duration: 20 MINUTES

Objectives: Students will compare the information provided in an article to the author's note in the book.

Materials:
This Is the Rope by Jacqueline Woodson
The Great Migration article

Actions: Read the article together as a class. Allow students to summarize the article orally.

Then, read the author's note from the book, This Is the Rope. Allow students to share what they heard in the author's note that was also learned in the article (*6 million African Americans moved to the north to cities like Chicago and New York, they came for a better life and better jobs, they traveled by bus to the north but not all at once as a family*), and what was different from the author than learned in the article (*Her mother went to Los Angeles, unlike what the article said that only young men left first. Los Angeles was a city to which Black people migrated, they wanted to own a home, they traveled back and forth*).

PREVIEW

The Great Migration

Life for African Americans in the southern states of America after slavery, but before 1970, was still difficult because of segregation and discrimination. Jim Crow laws in the south prevented Black people from having decent jobs, and segregation kept them from getting an education. They were also often treated poorly by white people.

Many African Americans headed to cities in the northern and western states between 1915 and 1970, hoping for a better life with more jobs and less discrimination. During World War I, there was a need for factories to make equipment and supplies, so southern Blacks took this opportunity to move to cities where they could work these better paying jobs and start a new life. The Black population grew by leaps and bounds in cities like New York City, Chicago, Philadelphia, and Detroit.

Most Black families could not afford to leave together, so usually only the young men in the family would migrate to the North. They would sell their possessions, and sometimes borrow money from friends and family. They would travel by train or bus because only a small number of African Americans had automobiles. The young men often mailed money home to help their families, too.



Although segregation was not legal outside of the South, racism still existed across the country. For this reason, Black neighborhoods were formed in areas where most white people did not want to live. African Americans made their own cities within cities to create urban communities they could call their own. One famous example of these communities is Harlem in New York City. These Black cities had their own newspapers, jazz clubs, churches, and even political organizations. These organizations fought for equality and became valuable to the Civil Rights Movement.

Six million African Americans journeyed North during the Great Migration. In 1900, 90% of African Americans lived in the South. By 1970, less than half of the country's African American population lived in the South. Despite the hatred and attacks in the South, the South began to look the other way and interfere in the 1930s, when more farm equipment was available and less workers were needed.

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IDENTIFY CONCRETE & SENSORY DETAILS

Core Anchor Standards: W.3, W.9, RL.1, RL.4

Duration: 30 MINUTES

Objective: Students will identify concrete and sensory details in a text.

Materials needed:
A Sharecropper's Life (historical fiction story)
blue and red pens/crayons/colored pencils

Actions: Remind students of the previous day's activity when they looked at concrete and sensory details from the book, This Is the Rope. Let students know today, they will be looking for concrete and sensory details in a new story.

Give students their own copy of "A Sharecropper's Life" and have them take out a blue and a red pen/crayon/colored pencil. Students should read the story with a partner and work to identify the sensory details (remind them, those are details that make us feel and "see" with our senses) by underlining them in blue and the important details (important details about the character and setting) by underlining them in red. Let them know some sentences may have more than one type of detail as they do in the mentor text example.

Come back together when most have completed the activity and talk about how this is historical fiction- although the story is made up, it is based on real events that happened in the early 1900s. Many people completely lost their cotton crop due to infestations by this insect. This was what prompted some African Americans to make the Great Migration: to earn money.

Run through the story and after each sentence, allow a students to share what they identified as concrete and sensory, and also have a discussion periodically about how those details help the reader imagine and visualize the story.

take a few minutes:

Have students find places they could revise the short story for more sensory details.

A Sharecropper's Life Suggestions

Benjamin, Mary, and their three children: Thomas (17), Timothy (12), and Violet (10), are Black sharecroppers in Montgomery, Alabama. They work the cotton fields on the land they rent from their landlord, William. In exchange for tending to the cotton and harvesting it when the time comes, Benjamin and his family receive a cabin to live on the land and one-third of the cotton, which they can sell. William receives and sells the other two-thirds.

Their cabins are made of wooden boards. The roof is made of pretreated wood when it rains, so the children sometimes have to move their beds to the center of the cabin to avoid getting wet while they sleep. During the day, light pours in through the cracks in the wall and the holes cut for windows, and during the winter, so does the cold wind.

Each day of summer, the whole family wakes at 4 AM to eat breakfast and then heads out to the fields to begin a full day of work. They work from sun-up to sun-down, picking cotton with callused hands and pulling weeds to keep them from growing in the cotton plants.

One afternoon in August, Violet notices a fuzzy brown insect in a cotton plant. She points out the beetle, which is about as big as her thumb nail to her mother. Mary tells her to squash it. They don't need any pests destroying their crop and taking their hard-earned money. But suddenly, Thomas and Timothy both whoop and holler for their father. Benjamin runs to their side and sees the leaves and buds of several of the cotton plants have been eaten through. He grabs a cotton boll and opens it up. Inside the boll, instead of a puff of cotton scattered with rough seeds, he sees the eggs of a boll weevil: an insect that can put an end to entire fields of cotton in just a short time.

Benjamin has heard other farmers becoming infested with the boll weevil, but he has always thought his land would be spared. Now, he knows that it will only be a matter of time before the cotton crop is devastated. They won't have much to give to William, which also means they won't have much to sell themselves for the food and clothes they need.

CAUSE AND EFFECT

Core Anchor Standards: RI.1, RI.3, RI.5

Duration: 30 MINUTES

Objectives: Students will identify cause and effect relationships in the article.

Materials needed:
The Great Migration article
Cause and Effect strategy

PREVIEW

Actions: Re-read the article together as a class or allow students to re-read silently directing them to read with the purpose of identifying the overall structure of the text.

Discuss with students how the article gives a lot of reasons for African Americans to leave the South, as well as shares the results of the Great Migration. For this reason, this article is a good example of the cause and effect structure.

Work to... to... the activity... or... time... two... a class... and allow them to... to... the... two... y... finding... evidence... in... the... support the missing cause... effect...

PREVIEW

PREVIEW

THE GREAT MIGRATION

Show the cause and effect relationships of the Great Migration.

PREVIEW

African Americans in the South faced segregation, discrimination, and violence.

The Great Migration led to the growth of African American communities in the northern and western states for a better life.

More factory workers were needed to make war equipment in northern and western states.

The population of African Americans grew in cities like New York, Chicago, Philadelphia, and Detroit.

PREVIEW

Racism existed in parts of the South, too, and white people did not want to live in the same areas as African Americans.

Black neighborhoods were formed and African Americans made their own communities.

The South needed African American workers to work the land on farms.

Farms offered the opportunity for African Americans to own their own land.

PREVIEW

IDENTIFYING REASONS AND EVIDENCE

Core Anchor Standards: RI.8, WI

Duration: 30 MINUTES

Objectives: Students will recognize that authors support opinions with reasons.

Materials: Lesson plan

Jim Crow Laws essay: "Law of Injustice"

Reasons and Evidence organizer

PREVIEW

Actions: Read the essay together as a class.

Ask students to identify the author's opinion of the Jim Crow Laws. They should underline the sentences in the essay that specifically state an opinion. Allow students to share the words that are opinion words (*unfair, racist, filled with hatred and discrimination, wrong, unjust*).

Point out to students that the author of the essay did not just give their opinion. They supported their opinion with reasons, and they gave evidence and facts that back up the reasons.

PREVIEW

Begin the Reasons and Evidence organizer as a whole group activity, then allow them to complete the rest on their own or with a partner.

PREVIEW

Laws of Injustice

After the Civil War, once slavery was no longer legal, southern states in America enforced new unfair laws called Jim Crow Laws, or Black Codes.

These racist laws segregated white and black people at school, on buses, and

even in courtrooms.

These laws were full of hatred and discrimination of Black people.

They legally required African Americans to attend separate schools and

churches and sit in the back of buses, and in their own train cars. The

segregation laws said everything must be "separate but equal." However,

nothing about the conditions of the water fountains, restrooms, hospitals, or

pools, for example, were equal. There were even

separate waiting rooms at train and bus stations.

The Black waiting rooms would have uncomfortable

seating, if there was any at all, and often would be

smaller, dirtier, and more crowded.

The way African Americans were treated in

the South was brutal. Some restaurants and stores

would not allow Black people to even enter their

businesses. If a business owned by an African American was doing well, he

might find it burned to the ground one morning when he went to open up his

shop. Doing something as simple as reading a newspaper written by Black

people could get a Black person arrested.

Even the voting laws were unjust. White people did not have to pay to

vote, but Black people did. They also required white males in some states,

so that poor white men and African Americans could not vote.

Jim Crow laws were made illegal in 1964, but many people who are

still discriminated against today. For there is no color in racism, all must

defend human rights and stand up for injustice when we see it.



Georgia Greyhound Bus Station, 1943

REASONS AND EVIDENCE

What is the author's opinion of the Jim Crow Laws?

The author believes the Jim Crow Laws were unfair, racist and hateful.

PREVIEW

The laws were filled with hatred and discrimination of Black people.

What evidence does the author provide to support that reason?

They legally required African Americans to attend separate schools and churches and sit in back seats of their own cars. Money was equal about the separate conditions, which people could not have to pay to vote, but Black people did. They also required a literacy test in some states so that poor, uneducated African Americans could not vote.

PREVIEW

What is another reason for that opinion?

The way African Americans were treated in the South was wrong.

What evidence does the author provide to support that reason?

Some restaurants and stores would not allow Black people to even enter their businesses and a sign was often by an African American saying "hell he might find it turned to a group one morning when he went to open up his shop going something as simple as buying a newspaper, then, Black people could get a Black person arrested.

PREVIEW

PAIRED TEXT ASSESSMENT

Core Anchor Standards: RI.1, RI.3, RI.4, RI.5, RI.9

Duration: 15 MINUTES

Objective: Students will demonstrate comprehension of two texts.

Material Needed:
The Great Migration Article
Laws of Injustice Article
Comprehension Questions

PREVIEW

Actions: Give students the comprehension questions - they should use both articles for support.

PREVIEW

PREVIEW

Answer these questions about BOTH texts.

1. **Laws of Injustice** gives more information about which paragraph in **The Great Migration**?

PREVIEW

2. Which is a synonym for "regain"?

- a. mixing
- b. equality
- c. restoration
- d. ...

3. What was an effect of African Americans moving to the North in **The Great Migration**?

- a. Black families couldn't afford to leave together.
- b. Jim Crow laws prevented Black people from having decent jobs.
- c. They hoped for a better life with more jobs and less discrimination.
- d. The Black population grew by leaps and bounds in cities in the North.

4. What would prevent African Americans from voting in the early 1900s?

a. being poor b. being uneducated c. Jim Crow Laws d. these

5. Harlem is an example of:

- a. a Black Code
- b. an urban community created by African Americans
- c. a neighborhood where only white people lived
- d. a political organization in the South

6. How were Jim Crow laws **enforced** most often?

- a. in secret to avoid anger
- b. through descriptions of violence
- c. through competition of laws
- d. through codes of conduct and discrimination

TEXT-BASED WRITING PROMPT

Core Anchor Standards: RI.1, RI.8, RI.9, W.1, W.4, W.9, W.10

Duration: 45 MINUTES

Objectives: Students will form an opinion and write to the prompt using evidence

Materials needed:

A Sharecropper's historical fiction short story

The Great Migration article

Laws of Injustice essay

Opinion Text-Based Prompt

Opinion Text-Based Prompt Checklist

Actions: Remind students of the historical fiction short story about the family of sharecroppers. This took place at a time when The Great Migration was beginning. Although many African Americans did leave the South to find better jobs and better lives, even more stayed in the South to remain with their family or because they simply could not afford to leave.

Show students the prompt, and direct them to answer if they think he should stay or leave using the evidence from the short story as well as the article and essay to support their reason. Remind them to use their checklist to ensure they have included everything.

(**Ideas-** he might stay because he is only 17 and has never been away from his family. Now that the crop is destroyed, they won't have enough money to send him North.

-OR- he should leave because his family needs the money that the cotton will be destroyed. He could find a better job in Chicago and send money home, and hopefully one day bring his family to Chicago to live with him there. (He won't have to face the unjust Jim Crow laws in the South.)

OPINION TEXT-BASED PROMPT CHECKLIST

- read the prompt question and answer
- summarize reasons (intro & conclusion)
- give supporting details for each reason
- use transition words
- provide specific examples from the text
- cite the source of the examples
- edit for errors
- correct capitalization
- correct punctuation
- check for complete varied sentences

Name: _____ Date: _____

Do you think Thomas should stay with his family,
or should he leave for a city like Chicago?

PREVIEW

PREVIEW

PREVIEW

Opinion Prompt Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes consistent supporting details</p> <p>Cites both texts throughout writing, and refers to at least one for each reason</p>	<p>Includes some supporting details</p> <p>Cites one or both texts throughout writing, and refers to them a few times</p>	<p>Provides little to no supporting details, or is inconsistent with opinion</p> <p>Lacks reference to the texts throughout writing</p>
Organization	<p>Effective introduction and conclusion refer to the opinion stated</p> <p>Each paragraph is effective and organized with supporting details</p>	<p>Introduction and conclusion refer to the opinion stated</p> <p>Each paragraph is mostly organized with supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of reasons and supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Sentence types are varied</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



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