***Teachers: As a writing assignment, your students will continue Tricia Ann’s story as she’s ready to go home from the library. This can be differentiated by the number of events that Tricia Ann encounters on her way home. The rubric is on the second page; edit as you see fit.***

***Load this document on the Office365/OneDrive and share it with your students. From there students will be able to save this as their own and type directly on this document with the rubric attached.***

***Differentiation:***  Change the number of conflicts Tricia Ann encounters, provide students with potential conflicts after reading online article in a small group/whole class. Scaffold the writing experience using online graphic organizers through read.write.think and Google Drawings; peer editing and feedback through Office365/OneDrive, or Google Drive.

After reading this article on Jim Crow Laws and exploring pictures of segregation through Britannica School: <http://school.eb.com/levels/elementary/article/599873> , answer the prompt below using complete sentences.

Continue Tricia Ann’s story through her journey on her way home. She must have (1, 2, or 3) events that she encounters involving the Jim Crow Laws. Describe the setting she is in and how that influences her decisions and reactions. Consider who she speaks to, what she sees and hears, and did Tricia Ann truly hold her “head up and act like [she] belongs to somebody”.

**RESPONSE TO LITERATURE RUBRIC - GRADE 5 Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Score\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Score  | Traits |
| \_\_\_4\_\_\_3 \_\_\_2 \_\_\_1 | **CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS*** Lead sentence grabs the reader's attention.
* Main idea (thesis) is clearly written in the introductory paragraph.
* Topic sentences in the middle (body) paragraphs strongly support the main idea.
* Supporting details clearly relate to topic sentences.
* Transition words/phrases connect paragraphs smoothly. (First, Finally, In addition, On the other hand, For example, In conclusion . . .)
* Introduction, body, and conclusion provide logical sequencing of ideas, leading to a clear analysis, comparison/contrast, or interpretation of one or more literary elements in one or more works.
 |
| \_\_\_4\_\_\_3 \_\_\_2 \_\_\_1 | **WORD CHOICE** * Vivid, lively verbs are used. (Weak: A loud knock was heard. Strong: A loud knock disturbed the quiet.)
* Imaginative, unusual adjectives are used. (loud, thundering, deafening, earsplitting)
* Vague, overused, repetitive language is avoided (a lot, very, really, then, big, super...)
 |
| \_\_\_4\_\_\_3 \_\_\_2 \_\_\_1 | **EDITING FOR GRAMMAR, USAGE, MECHANICS** * No run-on sentences (Incorrect: The book is interesting, the author is my friend.)
* No sentence fragments (Incorrect: Because the book is the most interesting one.)
* Subject/verb agreement (Incorrect: One of the toys are missing. Correct: One of the toys is missing).
* Correct, consistent verb tense usage (Don't accidentally mix present and past tenses.)
* Punctuation is correct.
* Capitalization is correct.
* Spelling is correct.
 |
| \_\_\_4\_\_\_3 \_\_\_2 \_\_\_1 | **CONFLICTS AFFECTED BY THE SETTING*** Students clearly showed understanding of the Jim Crow laws by explaining what it was and how Tricia Ann reacted.
* Student clearly described the setting of the event(s).
* Student clearly described the conflict.
 |