

Opinion Writing Performance Task

Teacher Version

Grade	5	Title/Subject	Are zoos beneficial to animals?
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Prompt and Articles**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using two opinion texts to learn about zoos and whether or not they are beneficial to animals. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about zoos utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and type a final copy.

Process

DAY 1: Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge ~ 10 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an opinion piece focused on the topic of zoos. Ask students to share their opinions orally. Possible questions could include:

“Do you think zoos are good to have? Why? Do you think zoos are not good to have? Why?”

Place signs on the wall that say ZOOS – PRO and ZOOS – CON and have students stand next to the sign with which they agree.

For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information ~ 50 minutes

1. Explain: *“Now we will read about the pros and cons of zoos. You will be writing an opinion paper to your teacher about whether or not you think zoos are beneficial to animals and include information from the articles provided in your reasons.”* Use the information from the texts to supply your reasons. Point out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet. Students do not need to read the articles by themselves. You can do a whole class shared reading with the articles on the screen, or have students work in pairs. Encourage students to highlight and write margin notes as they read.
2. Lead a whole class discussion about the sources. What have we learned about the benefits and challenges of zoos for animals?
3. Think-Pair-Share: *“Tell your partner what you learned about zoos.”* Make sure both partners have time to share with each other.

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DAY 2: Planning and Writing a Draft: Up to 60 minutes

Step 3: Clarify Expectations for the Writing Task: ~ 5 minutes

Explain: *“In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me whether you think zoos are beneficial to animals. State your opinion and use evidence from the text to support your answer. Tomorrow you will have a chance to change and edit your work from today or add more details.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

Step 4: Planning and Drafting Writing: ~ 55 minutes

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself just remind them of the strategies for planning.

After 15 minutes suggest to students that they begin writing their drafts. They may type their drafts into their computers, or draft on paper and type on Day 3.

Collect all materials from Day 2.


DAY 3: Up to 60 minutes

1. Allow students to access the sources, their notes, the classroom activity notes, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster. Suggest to students to add reasons and information to their opinion statement about their position on zoos.
3. When students are done writing/word processing, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Use the opinion writing rubric to score the writing and enter a score for each student into School City.

Opinion Writing Performance Task

Grade		5			Opinion Writing Rubric		
Level	OPINION WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS		
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses clear reasons and relevant evidence <input type="checkbox"/> Both opinion and conclusion are clear and well stated <input type="checkbox"/> Establishes and maintains a formal style		Mostly correct use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 		<p>Guidance & Support</p>  <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames 		
	<p>OPINION WRITING (W1)</p> <input type="checkbox"/> Introduces topic clearly and states an opinion (W1a) <input type="checkbox"/> Creates organizational structure that logically groups ideas to support writer's purpose (W1a) <input type="checkbox"/> Supplies logically ordered reasons that are supported with facts and details (W1b) <input type="checkbox"/> Links opinion and reasons with words/phrases/clauses such as <i>consequently</i> , <i>specifically</i> (W1c) <input type="checkbox"/> Provides a concluding statement or section related to the opinion presented (W1d) <hr/> <p>WRITING PROCESS (W4-W8)</p> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8)		<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 				
3 Meets	<p>OPINION WRITING (W1)</p> <input type="checkbox"/> Introduces topic clearly and states an opinion (W1a) <input type="checkbox"/> Creates organizational structure that logically groups ideas to support writer's purpose (W1a) <input type="checkbox"/> Supplies logically ordered reasons that are supported with facts and details (W1b) <input type="checkbox"/> Links opinion and reasons with words/phrases/clauses such as <i>consequently</i> , <i>specifically</i> (W1c) <input type="checkbox"/> Provides a concluding statement or section related to the opinion presented (W1d) <hr/> <p>WRITING PROCESS (W4-W8)</p> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8)		<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 				
2 Almost Meets	<input type="checkbox"/> Opinion is clear but some reasons are unrelated <input type="checkbox"/> Provides few facts and details <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases but ideas are scattered <input type="checkbox"/> Planning for writing is minimal or incomplete		<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling <input type="checkbox"/> Has many errors in capitalization 				
1 Does Not Meet	<input type="checkbox"/> Provides few or no details or facts <input type="checkbox"/> Provides no concluding statement or is unrelated to opinion <input type="checkbox"/> Document is disorganized or incomplete <input type="checkbox"/> Little or no planning evident		<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling <input type="checkbox"/> Has many errors in capitalization 				

• **WGASFA:** "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.



Opinion Writing Performance Task

Student Version

Grade

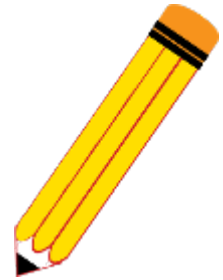
5

Title/Subject

The Pros and Cons of Zoos

Student Prompt:

Are zoos beneficial to animals? State your opinion and use evidence from the articles to support your answer. Write a multi-paragraph essay.

**Writing Tips:**

- Be sure to introduce the topic and state your opinion.
- Group related facts together.
- Provide logically ordered reasons for your opinion that use facts and details from the sources.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a concluding statement or section.

Reminders:

- You can look at the sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer to help you with your thinking.
- Do not copy** sentences from the sources.

Step 1: Plan

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a topic sentence with your opinion.
- Write sentences and multi-paragraphs with facts and details.
- Group information together as you write.
- Write a concluding sentence or paragraph.

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Step 3: Reread and Revise

- Does it make sense?
- Is there missing information you want to add?
- Is it right for your task, purpose and audience?

Step 4: Edit

- Capitals at the beginning of sentences
- Capitals for proper nouns
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Underlining and *italics* for titles
- Spelling
- Complete sentences; avoid run-ons and fragments.
- Verb tenses to show time, states, conditions
- Noun-verb agreement

Step 5: Final Draft

- Recopy and fix your mistakes.

Good work!



Opinion Writing Performance Task

Student Reading Text			
Grade	5	Title/Subject	The Pros and Cons of Zoos – Article 1

6 KEY PROS AND CONS OF ZOOS

by [Chief Editor](#) / [View](#) / [Jan 18, 2015](#)

<http://nlcatp.org/6-key-pros-and-cons-of-zoos/>

Zoos are a great place to take a family for fun outing. You get to see lots of exotic animals that you only get to see in books and on TV. Learn about fun and interesting wildlife, see new animals, and have an all-around great day. However, there are both good and bad points behind zoos.

List of Pros of Zoos

1. Zoos provide a lot of benefits for animals that normally may not receive them. For example, medical care for injuries and/or proper nutrition for an animal that may not normally be able to provide for itself. These animals are under the supervision of zoo staff that can help them in the event of an emergency.
2. Out in the wild a lot of these animals would very likely not survive. Also many of the animals at a zoo are endangered or at risk of becoming endangered. These animals are hunted for their skins, teeth, and other products by poachers. Some animals have a hard time surviving in the wild by themselves. This can be either due to destruction and/or pollution of natural environment, too much competition for food, over hunting by predators, disease or other unfortunate reasons.
3. Zoos provide a chance for people to learn more about some of these animals that they wouldn't have a chance to otherwise. By feeding, caring for, and working with these animals zoo professionals can teach zoo goers about many wild animals. This would be almost impossible with some of these animals; either due to their dangerous nature, elusivity, or rarity in the wild.

Opinion Writing Performance Task**List of Cons of Zoos**

1. On the other hand there are a number of problems with keeping animals in zoos. One of the biggest is the confined spaces that a lot of animals are forced to live in. Unlike the natural environment where they have can roam free, zoos keep animals confined in caged habitats. This is especially true for animals that tend to migrate and move around a lot. Elephants for example travel long distances in groups normally. By confining them into smaller habitats it goes against their migratory nature. This is true for a number of different animals as well. Animals like lions do not get the chance to hunt and can grow more aggressive if they are not taken care of properly. This can lead to more danger for zoo personnel as well as zoo patrons.
2. One of the other major drawbacks of zoos is that they take their toll mentally on the animals that live in them. It takes them a long time for animals caught in the wild to adjust to being confined. Even once they adjust it causes them extra stress. For animals that are born in captivity it becomes a double-edged sword. If they are ever to be released into the wild they do not have the capabilities to survive as those that are born into the wild. This can be especially tragic with the financial uncertainty a lot of zoos tend to find themselves in.
3. Outside of the major zoos such as the Bronx Zoo and the San Diego Zoo many zoos struggle financially. This is mostly due to the high cost of maintaining the animals with lesser income from park customers and other funds. In the event a Zoo closes down the animals either get divided up to other zoos and animal rescues or get sold off to cover any debts the zoo may have. The animals don't always go to people who may have their best interests in mind. For these reasons zoos can be detrimental for both staff as well as the animals.

In Summary

In the end the biggest issue with Zoos is that while they do provide safety and security for a lot of animals they also can cause major issue for the animals they house. In general Zoos do provide a lot of benefits for animals and researchers alike. However, they do come at a cost; whether that cost is worth the risk or not is debatable. For many people Zoos represent a chance to experience animals that otherwise would be impossible to. Is it fair to the animals? That again is debatable. What it all boils down to is right now Zoos serve a function both as educational and entertainment for families in addition to providing a place for the animals to be secure and allow for others to study them in a safe environment.

Optional: Debate on Zoos on YouTube

<https://www.youtube.com/watch?v=zC8BC0RQGiw>

Endangered: Animals and Zoos Fighting For Survival

<https://www.youtube.com/watch?v=7eac007Xkxc>

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Student Reading Text			
Grade	5	Title/Subject	The Pros and Cons of Zoos – Article 2

Zoos: The Historical Debate

[http://readingandwritingproject.com/public/resources/assessments/performance/2012-2013/Fall%202012%20Performance%20Assessment%20Information/5th%20Grade%20Performance%20Assessments/Alternate 5th Grade text with task.pdf](http://readingandwritingproject.com/public/resources/assessments/performance/2012-2013/Fall%202012%20Performance%20Assessment%20Information/5th%20Grade%20Performance%20Assessments/Alternate%205th%20Grade%20text%20with%20task.pdf)

Adapted from an article on Globalanimal.org

For hundreds of years, people have flocked to zoos to see wild animals up close. But many believe that keeping an animal in a zoo is not in the best interest of the animal. Read on for both sides of this debate, told from the perspective of an animal rights activist. — Global Animal

Humans have a fascination with wild animals. Every year, millions of people go on safaris, board whale-watching cruises and watch Jeff Corwin get attacked by snakes on Animal Planet; others drive to their local zoo for a full day of animal gazing.

Millions of people visit the thousands of zoos around the world. We never seem to get tired of watching wildlife! Depending on your point of view, though, zoos are either places of education and conservation or unnecessary prisons. While some people argue that zoos play an important role in conservation of endangered animals, others say that zoos do more harm than good.

So which is it? Are zoos good or bad?

One Side of the Story: Education, Conservation, Entertainment

Zoos have improved a lot in the last 4,000 years. They are no longer filled with cages of cold cement and steel bars. These days, most zoos create friendlier environment for animals. They include moats or ditches to separate animals from people, and mini-habitats that look like the animals’ natural environment.

The procedure for acquiring animals has also changed. Zoos used to capture most of their animals directly from the wild. Now, however, they get their animals through captive breeding programs and other zoos. Some breeding programs also help to restore threatened species. After 10 years of working to strengthen the population numbers of the endangered California condor, a type of vulture, the Los Angeles and San Diego zoos were able to rebuild a population of fewer than two dozen birds to around 170 birds!

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Some zoos also take in abandoned animals that wouldn't otherwise have a home. Both the Baltimore Zoo and the Detroit Zoo have taken in polar bears rescued from a traveling circus, and the Bronx Zoo took in an orphaned snow leopard from Pakistan in 2007. The cub, Leo, now spends his time frolicking and chasing small animals that wander into his enclosure.

And although zoo animals aren't treated quite like guests at a four-star hotel, their care has improved a lot. Zookeepers now understand that many animals, such as monkeys, bears and elephants, need engaging activities to prevent boredom. This is why you'll often see chimps playing with toys or tigers "hunting" for a meal.

Zoos also give scientists a chance to conduct research. In 2002, zoos participated in 2,230 research and conservation projects in more than 80 countries. The information they gather helps them to develop new medicines and techniques to improve animal health.

Beyond the positive impact zoos try to have on animals, they often affect the people visiting as well. Zoos don't just entertain, they also try to educate. With a variety of programs geared toward children and adults, zoos teach people about the needs of animals and the importance of conservation.

The fact that zoos impact people in a positive way is nice, but it's not the people critics worry about — it's the animals.

Another Perspective: Wild Animals Are Meant to Be Wild

Maggie the elephant is a perfect example of why zoos are not good. For years, Maggie was forced to spend her days in a small indoor enclosure because it was too cold for her to go outside. The zoo put an elephant-sized treadmill in her cage so that she could exercise, but she refused to use it.

It can be incredibly difficult to provide for the needs of animals like elephants. If Maggie and other zoo elephants lived in the wild, they would wander as much as 30 miles a day in large groups, grazing on leaves and stopping to splash in watering holes. In a zoo, they're lucky to get a few acres and a roommate or two.

Maggie's story is just one of many. Zebras at the National Zoo in Washington D.C. starved to death because of insufficient or incorrect food, and the same zoo's red pandas died after eating rat poison.

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The Animal Welfare Act in the United States sets standards for zoos here, and some conditions have improved—but some say it is still not good enough. Although natural-looking habitats are more attractive, people like David Hancocks, a zoo consultant and former zoo director, describe them as mere illusions. The animals’ homes look prettier, but they really aren’t any better than they were before. Indeed, many captive animals exhibit signs of severe distress: People have witnessed elephants bobbing their heads, bears pacing back and forth and wild cats obsessively grooming themselves.

Zoos may not even benefit people as much as we once thought. According to one study, many visitors don’t pay much attention to the animals — they’re actually talking to each other about unrelated things and spending only a few minutes at each display.

It is unclear whether zoos are good or bad for animals. As you’ve seen, it depends a lot on what zoo you’re talking about, and what the animals are experiencing. If you could talk to animals, Leo the snow leopard would probably tell you that zoos are great; however Maggie the elephant might respond by slapping you with her trunk.