



Gold Seal Lesson

Author(s): AnnMarie D'Addio			Lesson Title: Listening and Writing a Compare/Contrast Paragraph			
Grade Span			ICLE Application Model			
K-4 x	5-8	9-12	A	B	C x	D

Instructional Focus:

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Students listen for a variety of purposes appropriate to the grade level.

Performance Task

Students listen to a paragraph comparing and contrasting two things, such as crocodiles and alligators, frogs and toads, carrots and celery. After listening the students and teacher create together a Venn diagram comparing and contrasting the two items. The teacher models on the board or chart and students have a paper copy that they also fill in. After completing the graphic, students are asked to write a paragraph telling which of the two things they would rather be and to support their reasons.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ELA 1)

Identify, collect and/or select pertinent information while reading. (ELA 5)

Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ELA 39)

Scoring Guide:

*See Attached Listening and Writing Chart.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Compare and Contrast	Geometry	Life Science
Communications Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

CRITERIA	0	1	2	3	Total
Format	No paragraph format is evident	Incomplete use of paragraph format	Satisfactory use of basic paragraph format with limited number of sentence mostly simple	Consistently uses paragraph format which incorporates information related to the question, several sentences, more complex	
Organization	No opinion given, any ideas presented has no organizational patter; difficult to follow	States opinion, follows with a support statement in logical order	States opinion, follows with tow supporting statements; includes either topic sentence and/or final restatement	Develops position with much supporting evidence, logically sequences with transitions made thru the use of paragraphing, introductions and/or conclusions.	
Contend and Ideas	Uses no relevant/accurate information, includes random or off-topic information	Expresses basic opinion with relevant/accurate support; one supporting statement	Expresses opinion using tow supporting relevant/accurate statements; presents opinion with references to specially related criteria in text	Clearly expresses opinion based on relevant/accurate info, goes beyond factual text into to analyze, draws meaningful connections between ideas, multiple supporting statements	
Sentence Variety	Uses no variety of sentence pattern or length, few if any complete sentences	Infrequent use of sentence variety and/or length; simple sentences	Uses both simple and compound sentences; writes 3 or more complete sentences	Uses sentence variety which is well suited to the content, many complex sentences, varying in length and type	
Language Use	Uses only high frequency priority words; errors often hinder communication and understanding of ideas	Common word choices with occasional specialized vocabulary and/or rich language; complete but simple sentences; errors minimally interfere with understanding	Includes some verbs to convince and adjectives/adverbs to describe, uses more specialized vocabulary and/or rich language but stays mainly with words from text	Words strongly support opinion, personal feelings, convince reader, consistently uses descriptive/specialized language that goes beyond words within text	

CRITERIA	0	0.5	1	1.5	
Spelling	Some beginning and ending sounds symbol relationships; errors hinder communication and understanding of ideas	Uses many inventive spellings, some errors with high frequency sight words; errors minimally interfere with understanding	Spelling shifting from inventive to conventional, spells priority words correctly; errors do not interfere with understanding	Few, if any, spelling errors	
Capitalization and Punctuation	Capitalization and/or punctuation not used or used incorrectly; errors hinder communication and understanding of ideas	Experiments with capitalization and/or punctuation, many errors but minimally interfere with understanding	Infrequent capitalization and punctuation errors, errors do not interfere with understanding	Few, if any, capitalization and punctuation errors	

Total _____