

Grade 5, Prompt for Opinion Writing

Common Core Standard W.CCR.1

(Directions should be read aloud and clarified by the teacher)

Name:

Before you begin: On a piece of lined paper, write your name and grade and the date. You will use this paper for writing.

The Most Useful Future Invention

Scientists, inventors and engineers work to create products and inventions to simplify our lives. One invention, a flying car, could help us travel more efficiently and be used for rescue. A helper robot, the Mahru-Z, helps with household chores and may one day help scientists in space. Which invention do you think is most useful?

Your teacher is going to read two articles aloud. One is about the benefits of flying cars and the other is about the benefits of helper robots. As you listen to these texts, think about the advantages of each invention. *Which invention do you think is most useful, a flying car or helper robot?* After you have had a chance to hear the articles a second time, you will write an essay that states your opinion and explains your thinking.

For the essay, your focusing question will be:

Which future invention do you think is most useful, a flying car or a helper robot?

You will explain your thinking with facts and reasons from the articles.

Remember, a good opinion essay:

- *Has an introduction*
- *Clearly states your opinion/claim in a focus statement*
- *Uses specific evidence from the text(s) to support your opinion and explains your thinking*
- *Groups ideas in paragraphs*
- *Has a conclusion*
- *Uses precise language and linking words to connect ideas*
- *Has correct spelling, capitalization, and punctuation*

You will have two class periods to complete this reading/thinking/writing task. You may take notes right on the articles or on a separate sheet of paper. You may want to take some time to plan your writing before you begin work. The essay will have a single draft. When you have finished, be sure to proofread your work.

GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD WORK!

Teacher Directions

Which future invention do you think is most useful, a flying car or a helper robot?

Day 1 (45 minutes)

- Give out the assignment sheet.
- Read the assignment sheet aloud together and clarify the task for the students.
- Give each student a copy of *Flying Cars and Helper Robots*. Explain that they may want to underline or take notes on the article as you read it aloud. Read the article aloud.
- Pose the question, "Why might a flying car be useful?" Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner (teacher, parent, sibling) about this question for 3 minutes.
- Give each student a copy of *Helper Robots*. Remind students that they may want to underline or take notes on the article. Read the article aloud.
- Pose the question, "Why might helper robots be useful?" Remind students to use the article and their notes when thinking through their response. Have students turn and talk to a partner (teacher, parent, sibling) about this question for 3 minutes.
- Explain that tomorrow you will be writing about whether a flying car or a helper robot is more useful. Collect the articles and assignment sheets. (Be sure names are on them.)

Teacher Directions

Which future invention do you think is most useful, a flying car or a helper robot?

Day 2 (45 minutes)

- Return the articles and reread both aloud.
- Ask students to think about both articles. Which invention would be most useful? Why? Have students turn and talk to a partner (teacher, parent, sibling) about this. Each student should talk for 3 minutes.
- Return the assignment sheet and reread it aloud.
- Provide lined paper (or a computer if your students are accustomed to composing on a keyboard) and give students the remainder of the period to write. The writing should be completed individually, without help, using only the sources provided.
- When the period is over, explain that students may finish writing and proofread tomorrow. Collect student work and materials.

Day 3 (45 minutes)

- Return student work and materials. Students may be given access to a dictionary, thesaurus, spell check or grammar check.
- Give students the remainder of the period to finish writing and proofreading.

Grade 5 Writing Prompt

Directions: Read the passages about future inventions. As you read the passages, think about which invention would be more useful. Then use the passages to help you write a well-organized composition of at least three paragraphs.

Flying Cars

Imagine being picked up for school in a flying bus. Traffic jams will no longer be a problem. Instead of sitting on the road behind other cars, you will be flying above them. Visiting someone far away will be easy too. You will not have to spend hours riding in a car. Simply hop in the car and fly straight to your destination.

Flying cars exist today. However, most are still experimental and are not for sale to the public. One flying car, the X-Hawk, is to be used as a rescue vehicle. For example, firefighters could use it to save people from burning buildings. The military wants it to rescue injured soldiers on the battlefield, and hospitals would use it for quick travel to rescue injured people.

The X-Hawk is about the size of a large van. It is shaped like a boat, except it has four wheels, which are used when it is on the ground. It has two seating areas, one on each side of the vehicle. Both areas are enclosed in glass that acts as a windshield. The X-Hawk rises straight up in the air like a helicopter, but it can also fly forward like an airplane. It is very useful because it can float or "hover" in one place and can fit into places that are too dangerous for a helicopter. Because of its size and the way it moves, firefighters would be able to rescue people who are trapped in areas high above the ground. This experimental car could turn into the flying car of the future, which would be available to all drivers.

A flying car like the X-Hawk seems like it belongs in a story set in the distant future. However, if engineers and scientists keep working day and night, people may have flying cars sooner than we ever imagined. It may be just a matter of time before people will have flying cars.

Helper Robots

In the future, people's lives may be very different thanks to the help of robots. One robot named Mahru-Z has already been created by scientists and engineers in Korea. Mahru-Z is designed to do many household chores. With this kind of robot help, children may never need to clean their rooms or make their own snacks again.

Mahru-Z is just over four feet tall and resembles a human. Its head can rotate, and it moves by walking on two legs. It has two arms and uses six-fingered hands, which are great for picking up things. The most important feature of Mahru-Z is its eyes. These contain visual sensors that allow the robot to observe the surrounding area as it travels from room to room picking up objects off the floor. For example, it can take dirty clothing to the washing machine. It can also place toys in a toy box.

Mahru-Z has other useful skills like making and delivering snacks. It can put food into a microwave oven or toaster, turn it on, and take the food out. It can even locate a human in the house and bring the food to him or her.

Because Mahru-Z can be operated by remote control, it may be useful for completing tasks other than household chores. It could function in areas that are too dangerous for humans. One day it may help scientists by going into space. Scientists on Earth could control its movements while it performs experiments in outer space.

Mahru-Z sounds like something out of a futuristic space cartoon and may not be available in homes for a while. With a little more time and effort, though, it might just be the newest home appliance.



Writing Scoring Guide (Rubric)

(for Opinion/Argument writing)	<i>Great!</i>	<i>O.K.</i>	<i>Needs Help</i>
Critical Components			
Demonstrates clear understanding of purpose			
Provides specific textual examples and factual information			
Links opinion and reasons using words, phrases, and clauses			
Style (lively, engaging and appropriate use of language)			
Precise words			
Strong, active verbs			
Includes a variety of sentence types and structures			
Maintains a consistent point of view and focus			
Organization			
Contains clearly presented central idea with supporting evidence			
Logical and orderly sequence of ideas			
Flows well-easy to understand-including use of transitional words			
Begins with strong introductory paragraph clearly stating thesis			
Has a defined conclusion			
Conventions (accepted practice established by usage)			
<i>Usage:</i>			
Correct use of pronouns			
Clear pronoun reference			
Subject/Verb agreement			
Correct word choice			
<i>Mechanics:</i>			
Ending punctuation			
Proper capitalization			
Correct use of commas			
Complete sentence formation (no fragments or run-ons)			
Quotation marks used appropriately			
<i>Spelling:</i>			
Words spelled correctly			