

# Learning through Exploration

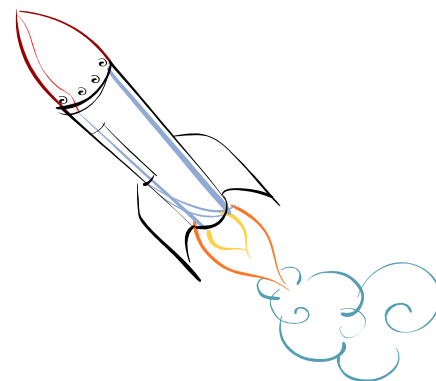
**What do people, both real and imagined, learn from exploring their world?**

Write an essay answering the essential question above. Consider all you have read and learned during this unit as you write. You must include at least 3 specific examples from texts you have read to support your answer.

**Your writing will be assessed using the Informational Writing Rubric.**








## CHECKLIST:

- \_\_\_\_\_ Do I clearly introduce the topic within the first paragraph? Would someone be able to read the first sentence (thesis) and know what my essay was about? **W.5.2a**
- \_\_\_\_\_ Do I develop the topic with facts, concrete details, quotations or other information? **W.5.2b**
- \_\_\_\_\_ Do I include specific examples from texts I have read during this unit? **W.5.2b**
- \_\_\_\_\_ Do I properly format / punctuate titles? **L.5.2d**
- \_\_\_\_\_ Do I use a variety of words, phrases, and/or sentences? **W.5.2d**
- \_\_\_\_\_ Do I expand, combine, and reduce sentences for meaning and style? **L.5.3a**
- \_\_\_\_\_ Does my conclusion reinforce the ultimate purpose of the essay? **W.5.2e**
- \_\_\_\_\_ Do I clearly and completely answer the essential question? **W.5.2**
- \_\_\_\_\_ Have I used the rubric to score my own paper? **W.5.5**

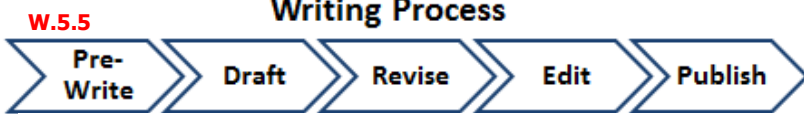


Name: \_\_\_\_\_



Points Possible	Requirement	Points Earned
40	<p style="text-align: center;"><b><u>IDEAS</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> I clearly and thoroughly explained the topic. <b>W.5.2</b></li> <li><input type="checkbox"/> I included many facts, definitions, details, quotations, or examples to better explain my topic as it relates to the prompt. <b>W.5.2b</b></li> <li><input type="checkbox"/> I stayed focused and have not included unimportant details.</li> </ul>	
10	<p style="text-align: center;"><b><u>Organization</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> There is a clear introduction, body, and conclusion. <b>W.5.2d &amp; W.5.2e</b></li> <li><input type="checkbox"/> I organized my writing into paragraphs &amp; used transitional phrases. <b>W.5.2c</b></li> <li><input type="checkbox"/> I formatted my writing using headings and subheadings. <b>W.5.2a</b></li> </ul>	
10	<p style="text-align: center;"><b><u>Voice</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> I used precise language throughout my writing. <b>W.5.2d</b></li> <li><input type="checkbox"/> It is clear that I wrote an informational piece. It does not sound like a letter or a story (I do not include phrases such as "Hello!" or "The end!"). <b>W.5.4</b></li> </ul>	
10	<p style="text-align: center;"><b><u>Word Choice</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> I used strong, appropriate, and varied adjectives and adverbs. <b>W.5.2c &amp; L.5.6</b></li> <li><input type="checkbox"/> I connected ideas using phrases such as "in contrast" and/or "especially".</li> <li><input type="checkbox"/> I used essential vocabulary from the text or subject area to inform.</li> </ul>	
10	<p style="text-align: center;"><b><u>Sentence Fluency</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> My writing sounds perfect when I read aloud. <b>L.5.1d</b></li> <li><input type="checkbox"/> I wrote in complete sentences without any run-ons. <b>L.5.3 &amp; L.5.3a</b></li> </ul>	
10	<p style="text-align: center;"><b><u>Conventions</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling. <b>L.5.1, L.5.1b, L.5.1c, L.5.2, L.5.2b, L.5.2e, L.5.3</b></li> </ul>	
10	<p style="text-align: center;"><b><u>Presentation</u></b></p>  <ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation of the text enhances the message. <b>W.5.2a, W.5.6 &amp; W.5.10</b></li> </ul>	

**Writing Process**



W.5.5 Editing		✓	Date	Teacher / Student Conference	
Self-Edit: I have used the checklist/rubric to edit my work.				<b>W.5.5</b>	
Peer-Edit: _____ used the checklist/rubric to edit my writing.				Yes	No
				Teacher Initials	Date
				Revision Decision	

Teacher Comments