

# **Inspect**

# **CCR Performance Tasks**

**ELA Grade 5: Writing an Opinion**  
**Requiring Voting**



## Inspect offers the following assessment products:

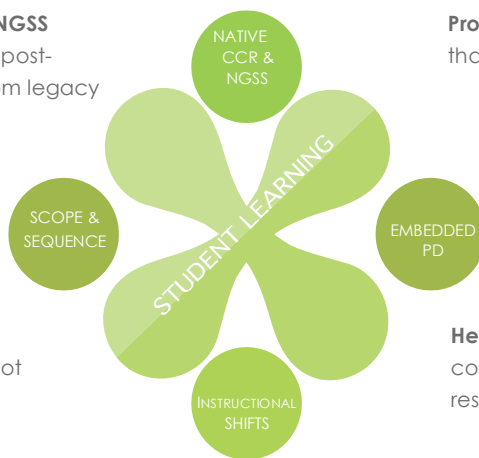
<b>Content Bank for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>More than 36,000 items</li> <li>More 1500 complex texts, including authentic permissioned texts</li> <li>Includes Literacy in History, Social Science, Science, and Technical Subjects</li> </ul>
<b>Quick Checks for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>Fixed-form assessments with five to seven items including constructed response</li> <li>Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)</li> </ul>
<b>Focused Interim Assessments for English/Language Arts and Math</b> Grades 3 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain</li> <li>More focused than summative assessments</li> <li>Flexible and customizable</li> <li>Mirrors SBAC IAB blueprints</li> </ul>
<b>NGSS Formative Assessments</b> Grades 5 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning</li> <li>Flexible and customizable</li> <li>Addresses the California Course Models and NGSS Bundles</li> </ul>
<b>Observational Tasks for English/Language Arts and Math</b> Grades K - 1	<ul style="list-style-type: none"> <li>Developmentally appropriate for individual students and small groups</li> </ul>

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

## Inspect assessment content offers these benefits:

**Native college- and career-ready and NGSS content** prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

**Content that addresses your scope and sequence** so that your assessments do not waste valuable instruction time



**Professional development embedded** within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

**Help for teachers addressing the instructional shifts** with content that elicits evidence of learning from each response

**We constantly update our content. Ask us about what's new!**  
[info@illuminateed.com](mailto:info@illuminateed.com) [www.illuminateed.com](http://www.illuminateed.com)

# CCR Performance Tasks

## ELA Grade 5: Writing an Opinion

Requiring Voting

Student Test Booklet

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

## PART 1

**Directions:** Follow your teacher’s directions and answer the questions in the test booklet.

---

### Voting in the United States Today

- <sup>1</sup> During an election year, and especially during a presidential election year, you start to hear certain words a lot, like “democracy,” “freedom,” and “rights.” Sometimes you hear them so much, it may seem like they have lost their meaning.
- <sup>2</sup> The truth is that these words are still very important. They tell about the very foundation, or base, of our government and our country. And at the very root of all of it is this one action: the act of voting.
- <sup>3</sup> In the United States, people vote for candidates at all levels of government: local, state, and federal (national). The rules about voting are different depending on what kind of election is being held. If you are voting for the mayor of your town or city, for example, the winner is decided simply by who gets the most votes. If you are voting for the president of the United States, it’s a little more complicated. But the process starts with individual people, like your teacher or your parents, casting a vote.
- <sup>4</sup> Over time, the way that people vote has changed. At one time, votes were counted simply by people saying out loud who their choice was. As the United States grew, people started marking their votes on paper ballots. Eventually, voting machines were used, and today many of those machines are computers. In most places, people can vote before the day of the election, though those votes are not counted or made public until after the election. No matter what, voting is private—no one has to tell anyone else how he or she voted. This is to make sure that people are making up their own minds without pressure from other people.
- <sup>5</sup> The requirements to vote are few. With some exceptions, if you are a United States citizen, age 18 or older, and are registered to vote, you’re in! This wasn’t always the case. When the United States was first formed, only white men who owned property were allowed to vote. It took 200 years, two amendments to the U.S. Constitution, and the passing of several major laws for equal voting rights to be established for African Americans, women, and non-property owners.
- <sup>6</sup> Considering how hard people have fought throughout history for the right to vote, it may be hard to believe that many people today choose not to do so. The number of voters is so low, in fact, that people sometimes debate the issue: should people be required to vote? Is voting a RIGHT or a RESPONSIBILITY? What do you think?

**Option A**

**Directions:** Take notes as you participate in a classroom discussion about the article. The discussion and your notes may address these or similar questions.

---

- What is the main idea of the article?**
- How has voting in the United States changed over time?**
- Why do you think that voting has changed over time?**
- What is your opinion about how voting works in the United States?**

Use this space to take notes during the discussion.

**NOTES**

### Option B

**Directions:** Respond to the question at the end of the article: Is voting a RIGHT or a RESPONSIBILITY?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## Option C

**Directions:** Your teacher will now assign you to work with classmates to research and report on a topic related to voting in the United States. You may use the chart below to help organize your research and prepare your report.

---

<b>Topic</b>
<b>Sources</b>
<b>Important Findings</b>

## PART 2

**Directions:** Now you will read two letters to the editor on the subject of required voting. Follow your teacher’s directions and answer the questions in the test booklet.

---

### **NOT Voting is a Right, Too**

I want to vote—don’t get me wrong. But in the words of children everywhere, “You can’t make me!”

There are many reasons why people don’t vote. Maybe they don’t like any of their choices. Maybe their kids are home sick from school. Maybe they can’t take the time off of work. Maybe they are satisfied with the way things are! Maybe, just maybe, they don’t care. It doesn’t really matter what their reasons are—they have the right not to vote.

It’s nice to think that if everyone has to vote, they will become better educated citizens. The fact is, though, that to learn about the issues takes time that people either can’t or won’t take. Requiring people to vote doesn’t guarantee that they’ll put any more thought into their vote than they do when they decide what cereal to eat for breakfast.

We should really be talking about ways to convince people that they should vote. Make voting cool. Have better candidates. Advertise more. (Just kidding!) Make it easy for people to find honest facts about the candidates and the issues.

It’s better for democracy if the only people at the polls are people who want to be there. I will be, when I’m 18. I hope to meet you there—but I’m not going to make you.

Marlene Ohlsen

### **All in Favor? Say “Aye”!**

This is one issue that the people should NOT get to vote on: People should be required to vote. Across the United States, less than 60% of people who could vote actually do vote. If people don’t vote, democracy doesn’t work.

Other countries, like Australia, have passed laws requiring people to vote or pay a small fine. Guess what happens? People vote. Before the Australian law was passed, less than half of people who could vote actually voted. Since the law was passed, voter turnout has been between 94 and 96%—that’s pretty close to everyone.

Requiring people to vote makes them better citizens. It encourages them to become educated about issues. It forces them to think about what matters to them and which candidate best represents their interests. If they have to vote anyway, they might as well be informed, right?

It also makes politicians better leaders. Right now, the people who vote are probably people who are already active in politics. They may even be the most extreme voters—people with the strongest opinions. If more people vote, the politicians have to pay attention to more people’s concerns.

It might take people a little while to get used to the idea, and some people might object. But the United States requires its citizens to do many things: pay taxes, send children to school, and serve as jurors. Over time, required voting will help the United States come closer to what it is really supposed to be—a democracy that works by the people and for the people.

Terrence Lott

**Option A**

**Directions:** Take notes as you participate in a classroom discussion about the letters. The discussion and your notes may address these or similar questions.

---

- What are the main points each author makes?**
- Which argument is more convincing? Why?**
- What are people on both sides of the argument most likely to agree upon?**
- Did your opinion about voting change from what it was after reading the article in part 1?**

Use this space to take notes during the discussion.

**NOTES**

Option B

**Directions:** Fill out the chart below for ONE of the two letters you just read.

Main Idea

Main Reason 1	Main Reason 2	Main Reason 3

Facts or Examples	Facts or Examples	Facts or Examples

Conclusion

Option C

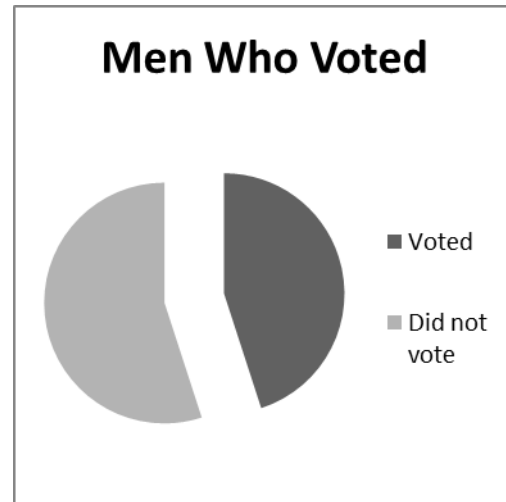
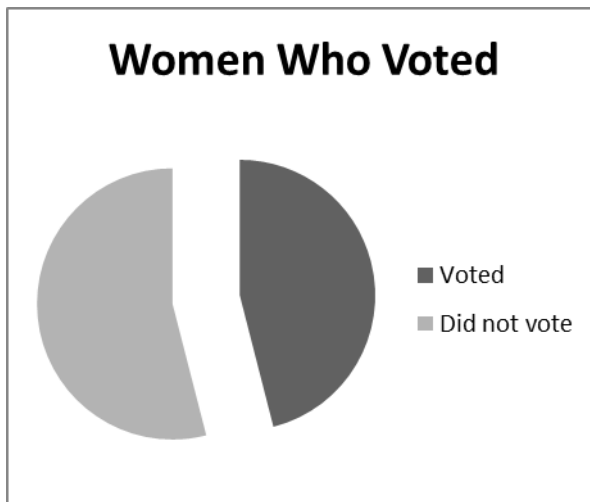
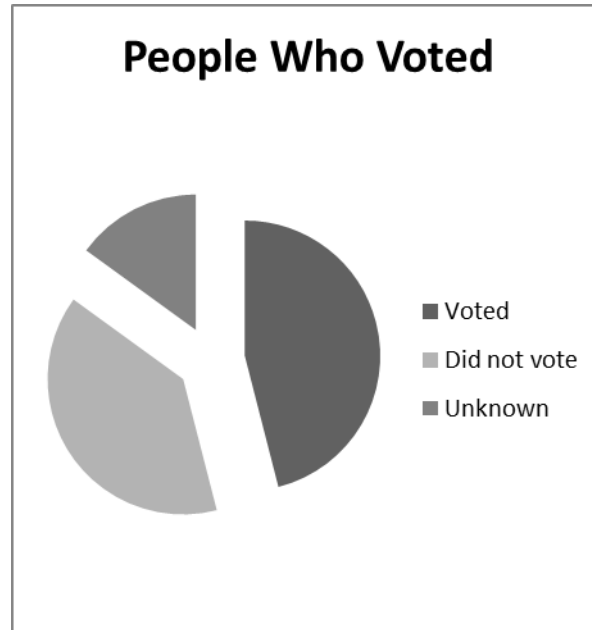
**Directions:** Compare the two arguments in the chart below. You may use information from the letters to the editor and your own ideas.

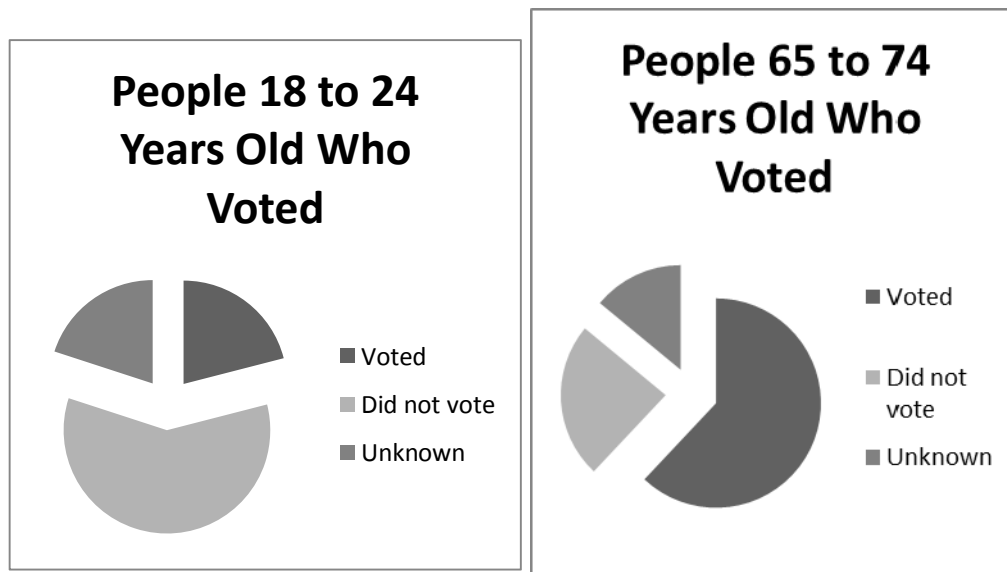
Arguments AGAINST Requiring People to Vote	Arguments IN FAVOR OF Requiring People to Vote

### PART 3

**Directions:** Review the charts below and then follow your teacher's directions.

---





#### Reasons Why People Did Not Vote

Reason
Too busy
Not interested
Illness or disability
Out of town
Didn't like the candidates
Forgot to vote
Transportation problems
Other reason

*Source: U.S. Census Bureau, Current Population Survey, November 2010*

**Number of People Who Vote in Countries Where Voting Is Required**



*Source: International Institute for Democracy and Electoral Assistance*

## Option A

**Directions:** Take notes as you participate in a classroom discussion about the charts. The discussion and your notes may address these or similar questions.

---

- **What is the most important information from the charts?**
- **Why is the information in the charts important?**
- **Besides requiring voting, what are some ways to encourage more people in the United States to vote?**
- **Is having greater numbers of people vote a good idea?**

### NOTES

## Option B

**Directions:** Think about whether or not you think requiring people to vote is a good idea. For OPTION C, you will be asked to write an opinion piece on this issue and support your opinion with reasons and information. Use the chart below to help organize your thoughts and prepare to write.

---

**Your opinion:**

**Reasons and information that support your opinion:**

## EXTENDED WRITING PROMPT

**Directions:** Reread the articles and the charts and review your notes and responses from earlier parts of this task.

Respond to the prompt on the next pages.

Should citizens in the United States be required to vote? Write an opinion piece on this question on the next pages. Be sure to use information and reasons to support your response.

Remember to

- introduce the topic clearly;
- state your opinion;
- organize your ideas;
- give reasons supported by facts and details;
- link your opinion and your reasons using words like *for instance, in order to, in consequence, and specifically*; and
- give a concluding section or statement.

Your response will be scored using this rubric.

### 4 Point Response

Student will:

- Clearly introduce the topic of required voting;
- Clearly state an opinion;
- Provide a logical organization that groups ideas;
- Give reasons supported by clear and sufficient facts and details;
- Link opinions and reasons with appropriate words and phrases;
- Provide a concluding statement or section related to the opinion.

### 3 Point Response

Student will:

- Introduce the topic of required voting;
- State an opinion;
- Provide some logical organization that groups ideas;
- Give reasons supported by some facts and details;
- Link some opinions and reasons with appropriate words and phrases;
- Provide a concluding statement or section related to the opinion.

### 2 Point Response

Student will:

- Provide little introduction of the topic;
- State an opinion;
- Provide little logical organization;
- Give some reasons with little support;
- Use few appropriate linking words and phrases.

## Grade 5: Writing an Opinion

- Omit a concluding statement or section.

### 1 Point Response

Student will:

- Provide a vague or minimal statement about required voting with little support.

### 0 Point Response

Student provides no response, or the response is off topic.

[illegible]



# CCR Performance Tasks

## **ELA Grade 5: Writing an Opinion**

Requiring Voting

Teacher Guide

### Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Voting in the United States Today	Informational Text	422	900L	2	2	2	2
Not Voting is a Right, Too/All in Favor, Say "Aye"!	Informational Text	479	720L	2	2	2	2

### Passage Placement Rationale

Title	Placement Rationale
Voting in the United States Today	<ul style="list-style-type: none"> <li>Both the Lexile and qualitative measures indicate that the text is appropriate for grade 5.</li> </ul>
Not Voting is a Right, Too/All in Favor, Say "Aye"!	<ul style="list-style-type: none"> <li>The level of complexity of this text reflects the fact that students must understand, evaluate, and use the arguments contained in each section.</li> </ul>

## Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	<b>Literary text:</b> May include more than one storyline, and may be difficult to predict. <b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	<b>Literary text:</b> The text describes experiences common to most readers and has a single theme. <b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	<b>Literary text:</b> Organization may include subplots or time shifts. <b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	<b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. <b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	<b>Literary text:</b> Organization is intricate. <b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	<b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. <b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

# Table of Contents

Table of Contents .....	2
About the Teacher Guide .....	3
Overview of Performance Task .....	4
PART 1 - Overview .....	6
PROCEDURE for Part 1 .....	7
PROCEDURE for Part 1: Option A .....	8
SCORING RUBRIC for Part 1: Option A .....	8
PROCEDURE for Part 1: Option B .....	9
SCORING RUBRIC for Part 1: Option B .....	9
PROCEDURE for Part 1: Option C .....	10
SCORING RUBRIC for Part 1: Option C .....	10
PART 2 Overview .....	11
PROCEDURE for Part 2 .....	12
PROCEDURE for Part 2: Option A .....	13
SCORING RUBRIC for Part 2: Option A .....	13
PROCEDURE for Part 2: Option B .....	15
PROCEDURE for Part 2: Option C .....	17
PART 3 Overview .....	18
PROCEDURE for Part 3 .....	18
PROCEDURE for Part 3: Option A .....	21
SCORING RUBRIC for Part 3: Option A .....	21
PROCEDURE for Part 3: Option B .....	23
PROCEDURE for Part 3: Extended Writing Prompt .....	23
OPTIONAL EXTENSION ACTIVITIES for Part 3 .....	25

## About the Teacher Guide

This document contains support materials for the *Grade 5 Writing an Opinion: Requiring Voting* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

### PTE10 Grade 5 Writing an Opinion

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

**Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

##### Secondary claims

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
<b>Claim 4:</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

#### PARCC claims

##### Primary claim

**Major Claim II: Writing**—Students write effectively when using and/or analyzing sources.

##### Secondary claims

<b>Sub Claim I.2: Reading Informational Text</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
<b>Sub Claim III.1: Research</b> —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write an extended response to a prompt that asks them to write an argument based on the texts and activities and to support that argument with reasons and information.

### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Grade 5 Writing an Opinion: Requiring Voting

The passages and charts in this task explore the arguments for and against requiring people to vote. “Voting in the United States Today” provides a broad overview of voting and the history of voting, and introduces the central debate: should people be required to vote? Students next read two fictional letters to the editor: “NOT Voting is a Right, Too” and “All in Favor? Say ‘Aye!’” These pieces present opposing arguments on the topic. Finally, students will review statistical data about voting in the United States and in some countries where voting is required. Reading and discussing the information will prepare students to formulate their own opinions and write arguments.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1, 2, and 3 lead to the major objective of the performance task: to have the student write an extended response that supports an opinion about the issue.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read the article “Voting in the United States Today.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the article.

#### Option B

Students write short responses to a question generated by the article.

#### Option C

Students do group research on a topic related to the article and report their findings to the class.

**Part 2****CORE TASK**

Read the letters to the editor “NOT Voting is a Right, Too” and “All in Favor? Say ‘Aye!’”

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the letters to the editor.

**Option B**

Students complete graphic organizers for one of the two letters to the editor.

**Option C**

Students complete graphic organizers comparing the arguments in the two letters to the editor.

**Part 3****CORE TASK**

Review tables related to voter turnout.

In addition to the CORE TASK, select one or more of these options:

**Option A**

Students discuss the tables and related topics.

**Option B**

Students prepare for the extended writing prompt by filling in planning charts.

**Extended Writing prompt**

Students respond to the writing prompt by writing arguments either for or against requiring people in the United States to vote.

## PART 1 Overview

Part 1 focuses on the article “Voting in the United States Today” and addresses the following general objective.

**OBJECTIVE:** Students will analyze the passage and consider whether voting is a right or a responsibility.

### CORE TASK

Read the article “Voting in the United States Today.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the article.

#### Option B

Students write short responses to a question generated by the article.

#### Option C

Students do group research on a topic related to the article and report their findings to the class.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	Option A
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Option B
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Option C

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Option A Option B Option C
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Option C

**PROCEDURE for Part 1****CORE TASK**

Provide students with a short introduction to the topic of voting. Your introduction should include background information about voting:

- Voting is how we select our political leaders in the United States.
- Some of the rules for voting vary from state to state.
- Not all countries allow their citizens to vote.
- People all over the world have fought hard for the right to choose their leaders.

Instruct students to read the text.

## PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

### Use the following questions to stimulate discussion:

1. What is the main idea of the article?

**Possible Response:** *Voting is an important part of our country; today it is fairly easy, but not everyone has always been allowed to vote.*

2. How has voting in the United States changed over time?

**Possible Response:** *More people have been allowed to vote over time.*

3. Why do you think voting has changed over time?

**Possible Response:** *People who had been excluded from voting, like women and African Americans, fought for that right and finally won.*

4. What is your opinion about how voting works in the United States?

**Possible Response:** (Answers will vary) *It seems like it has become more fair and it's a good way to pick people to represent us.*

## SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

### 4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

### 3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

### 2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

### 1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

### 0 Point Response

Student provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Ask students to respond to the question at the end of the article: Is voting a RIGHT or a RESPONSIBILITY? This activity can serve as a review of OPTION A or replace OPTION A.

**SCORING RUBRIC for Part 1: Option B**

Use the following rubric to evaluate students' written responses.

**4 Point Response**

Student will:

- Clearly and thoughtfully respond to the question;
- Use several relevant ideas from the text to support the response.

**3 Point Response**

Student will:

- Respond to the question;
- Use relevant ideas from the text to support the response.

**2 Point Response**

Student will:

- Respond generally to the question;
- Give a few details to support the response that may or may not be text-based.

**1 Point Response**

Student will:

- Provide a vague or minimal response to the question;
- Give little or no textual support.

**0 Point Response**

Provide no response, quote directly from text with no elaboration or development, or give a response that is irrelevant or off topic.

**PROCEDURE for Part 1: Option C**

Ask students to work with classmates to research and report on one of the following topics related to voting in the United States. This activity can replace OPTION A or OPTION B.

- Women's suffrage
- Civil rights and voting

Tell the students to use the planning pages in their booklets to organize their research and prepare their reports.

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate students' presentations.

**4 Point Response**

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

**3 Point Response**

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

**2 Point Response**

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

**1 Point Response**

Student will:

- Provide a minimal or limited report.

**0 Point Response**

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

## PART 2 Overview

Part 2 focuses on two letters to the editor, “NOT Voting is a Right, Too” and “All in Favor? Say ‘Aye’!” and addresses the following general objective.

**OBJECTIVE:** Student will analyze the arguments in “NOT Voting is a Right, Too” and “All in Favor? Say ‘Aye’!”

### CORE TASK

Read the letters to the editor “NOT Voting is a Right, Too” and “All in Favor? Say ‘Aye’!”

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the letters to the editor.

#### Option B

Students complete a graphic organizer for one of the two letters to the editor.

#### Option C

Students complete a graphic organizer comparing the arguments in the two letters to the editor.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Option A Option B Option C
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Option A Option B
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Option C

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Option B Option C

**PROCEDURE for Part 2****CORE TASK**

Remind students that in some countries citizens are required to vote. Tell them they are about to read two different opinions on this issue and tell them to read the passages.

**PROCEDURE for Part 2: Option A**

Organize a classroom discussion about the texts. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion:**

1. What are the main points of each author?

**Possible Response:** *The first author argues that people have the right not to vote. They may have real reasons not to vote. They will not necessarily become better educated about issues. It would be better to convince people to vote. It is better that only people who want to vote go to the polls. The second author argues that democracy does not work if people don't vote. More people vote in countries that require voting. People would become better citizens and more informed if they had to vote. Politicians would be better leaders. Political ads would become positive. The country requires citizens to do many things.*

2. Which argument was more convincing? Why?

**Possible Response:** *Student responses will vary.*

3. What are people on both sides of the argument most likely to agree upon?

**Possible Response:** *Voting is very important; citizens need to care about voting and be informed on the issues.*

4. Did your opinion about voting change from what it was after reading the article in part 1?

**Possible Response:** *Student responses will vary.*

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Ask the students to follow the directions in their student books.

**Article 1: NOT Voting is a Right, Too**

Main Idea
People should not be required to vote.

Main Reason 1	Main Reason 2	Main Reason 3
People have reasons not to vote.	Voting does not make people good citizens.	It would be better to convince people to vote.

Facts or Examples	Facts or Examples	Facts or Examples
"Maybe they don't like any of their choices. Maybe their kids are home sick from school. Maybe they can't take the time off of work. Maybe they are satisfied with the way things are! Maybe, just maybe, they don't care."	"Requiring people to vote doesn't guarantee that they'll put any more thought into their vote than they do when they decide what cereal to eat for breakfast."	"Make voting cool. Have better candidates. Advertise more. (Just kidding!) Make it easy for people to find honest facts about the candidates and the issues."

Conclusion
Voting works better if the voters want to be at the polls.

**Article 2: All in Favor? Say “Aye!”**

<b>Main Idea</b>
Democracy works well when people vote.

<b>Main Reason 1</b>	<b>Main Reason 2</b>	<b>Main Reason 3</b>
People vote when they have to.	Requiring voting would make people good citizens.	Requiring voting would make politicians better leaders.

<b>Facts or Examples</b>	<b>Facts or Examples</b>	<b>Facts or Examples</b>
Other countries, like Australia, require people to vote and they do.	“It encourages them to become educated about issues. It forces them to think about what matters to them and which candidate best represents their interests.”	“Right now, the people who vote... may even be the most extreme voters—people with the strongest opinions. If more people vote, the politicians have to pay attention to more people’s concerns.”

<b>Conclusion</b>
Required voting may take some time to get used to but will make the country a better democracy.

**PROCEDURE for Part 2: Option C**

Ask the students to follow the directions in their student books. Remind them they may include their own ideas.

<b>Arguments AGAINST Requiring People to Vote</b>	<b>Arguments IN FAVOR OF Requiring People to Vote</b>
<ul style="list-style-type: none"><li>• People have good or strong reasons not to vote.</li><li>• Making people vote will not make them better or informed citizens.</li><li>• It is better for the country if people who care about voting are the ones who vote.</li></ul>	<ul style="list-style-type: none"><li>• When people are required to vote, they do.</li><li>• People become better citizens when they vote.</li><li>• Politicians would listen to all people, not just the ones who make a lot of noise.</li><li>• Our democracy would work better if everyone voted.</li></ul>

## PART 3 Overview

Part 3 focuses on information related to required voting and addresses the following general objective.

**OBJECTIVE:** Student will produce an opinion piece on required voting and support his or her point of view.

### CORE TASK

Students will review information on voter turnout rates.

In addition to the CORE TASK, select one or more of these options:

#### Option A

Students discuss the charts and related topics.

#### Option B

Students prepare for the extended writing prompt by working as a group to prepare an argument either for or against required voting

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extended Writing Prompt
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Option A

#### SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Option A
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Writing Prompt

### PROCEDURE for Part 3

#### CORE TASK

Tell students they are going to look at charts that explain how many people who could vote did vote in the last national election. The people were asked whether or not they voted; “unknowns” made no response. Make sure students understand the pie charts and can read them.

Data that produced the charts include:

- Overall, 46% of the population reported that they voted and 39% did not.
- 45% of men and 46% of women reported voting.

**Reported Voting by Age**

Age	Reported Voted	Reported Did Not Vote
18 to 24 years	21%	59%
25 to 34 years	31%	52%
35 to 44 years	43%	41%
45 to 54 years	51%	34%
55 to 64 years	59%	27%
65 to 74 years	62%	24%
75 years and over	59%	28%

**Reasons Why People Registered to Vote in the 2010 Presidential Election Did Not Vote**

Reason	Percentage of Voters
Too busy	27%
Not interested	16%
Illness or disability	11%
Out of town	9%
Didn't like the candidates	9%
Forgot to vote	8%
Transportation problems	2%
Other reason	14%

*Source: U.S. Census Bureau, Current Population Survey, November 2010*

**Percentage of Voters in Selected Countries That Require Voting, as of 2009**

Country	Voter Turnout
Argentina	79%
Australia	93%
Belgium	89%
Bolivia	95%
Brazil	82%
Costa Rica	69%
Ecuador	76%
Egypt	27%
Greece	62%
Luxembourg	91%
Mexico	44%
Panama	70%
Peru	84%
Singapore	93%
Thailand	79%

*Source: International Institute for Democracy and Electoral Assistance*

Ask the students to study the charts.

**PROCEDURE for Part 3: Option A**

Organize a classroom discussion about the charts. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion:**

- What is the most important information from the charts?

**Possible Response:** *Less than half of U.S. citizens vote. Men and women vote at about the same rate. Younger people don't vote as much as older people. Many more people vote when voting is required.*

- Why is the information in the charts important?

**Possible Response:** *It shows that most people in the U.S. don't vote and it shows the effects of requiring voting.*

- Besides requiring voting, what are some ways to encourage more people in the United States to vote?

**Possible Response:** *Student responses will vary.*

- Is having greater numbers of people vote a good idea?

**Possible Response:** *Student responses will vary.*

**SCORING RUBRIC for Part 3: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 3: Option B**

Tell the students to fill in the charts as a way to plan for their extended responses.

**PROCEDURE for Part 3: Extended Writing Prompt**

IN STUDENT BOOK: WILL READ THE FOLLOWING:

Reread the articles and the charts and review your notes and responses from earlier parts of this task.

Respond to the prompt on the next pages.

Should citizens in the United States be required to vote? Write an opinion piece on this question on the next pages. Be sure to use information and reasons to support your response.

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Clearly introduce the topic of required voting;
- Clearly state an opinion;
- Provide a logical organization that groups ideas;
- Give reasons supported by clear and sufficient facts and details;
- Link opinions and reasons with appropriate words and phrases;
- Provide a concluding statement or section related to the opinion.

**3 Point Response**

Student will:

- Introduce the topic of required voting;
- State an opinion;
- Provide some logical organization that groups ideas;
- Give reasons supported by some facts and details;
- Link some opinions and reasons with appropriate words and phrases;
- Provide a concluding statement or section related to the opinion.

**2 Point Response**

Student will:

- Provide little introduction of the topic;
- State an opinion;
- Provide little logical organization;
- Give some reasons with little support;
- Use few appropriate linking words and phrases.

- Omit a concluding statement or section.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about required voting with little support.

**0 Point Response**

Student provides no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.