Opinion

Common Core Standards

Opinion Writing Performance Task

Teacher Version			
Grade	**4**	**Title/Subject**	**Should Computers Replace Teachers?**

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 a video and texts to learn about whether or not computers should replace teachers and why. On Day 2, they will be directed to plan, and begin to draft an opinion writing piece about whether or not to replace teachers with computers 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 computers and teachers. Ask students to share their opinions orally. Possible questions could include:

"Do you think teachers are better than computers for teaching? Why? Do you think computers are better? Why?

Have students list their ideas on individual white boards. Next have them discuss their choice with a partner. Finally, have students share out their ideas and list them on a piece of chart paper. Be sure to encourage them to state WHY they think their choice is best.

Step 2: Accessing the Information ~ 50 minutes

1. Explain: *"Now we will read about computers and teachers and how each serves learning. You will be writing an opinion paper to your teacher about whether your think computers or teachers are better for teaching 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.

2. Lead a whole class discussion about the sources. You may take notes next to the text and/or make a word bank.

3. Think-Pair-Share: *"Tell your partner what you learned about computers and teachers for teaching."* Make sure both partners have time to share with each other.

4. Watch this video: a primary school where all the learning happens on tablet computers.

    https://www.youtube.com/watch?v=VNjjnzxwOg0

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 computers or teachers are better for teaching. 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 drafting if they choose. Students may choose to plan on blank paper and type their drafts on their laptops.

Step 4: Planning and Drafting: ~ 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 approximately 10 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 2.

DAY 3: Up to 60 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, 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 whether they think computers or teachers are better for learning.

3. Students will type their final. They may have drafted their writing on lined paper, or typed it directly from their plan.

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 assessment log.

Grade	4	Opinion Writing Rubric		
Level		**OPINION WRITING/PROCESS**	**LANGUAGE CONVENTIONS**	**WITH GUIDANCE and SUPPORT FROM ADULTS**
4 Exceeds		☐ Meets all expectations set forth in 3 ☐ Document is well organized and connected ☐ Both opinion and conclusion are clear and well stated ☐ Reasons are well organized with appropriate details	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations set forth in 3 ☐ Uses underlining, quotation marks, or italics to indicate titles of works ☐ Recognizes and corrects inappropriate shifts in verb tense.	**Guidance & Support** Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
3 Meets		**OPINION WRITING** (W1) ☐ Introduces topic clearly and states an opinion ☐ Creates organizational structure that groups related ideas to support writer's purpose (W1a) ☐ Supplies reasons that support opinion with facts and details (W1b) ☐ Links opinion and reasons with words/phrases such as *for instance, in order to, in addition* (W1c) ☐ Provides a concluding statement or section related to the opinion (W1d) **WRITING PROCESS** (W4-W8) ☐ Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) ☐ **WGASFA*** Develops and strengthens writing by planning, revising, and editing (W5) ☐ **WGASFA*** Uses a variety of digital tools to write and publish writing (W6) ☐ **WGASFA*** Can keyboard/ type a minimum of one page in a single sitting (W6) ☐ Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8) ☐ Draws evidence from text (W9)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f) ☐ Correctly uses frequently confused words (e.g., *to, too, two; there, their*) (L1g) ☐ Writes fluidly and legibly in cursive or joined italics. (L1h) ☐ Uses correct capitalization (L2a) ☐ Uses commas and quotation marks to mark direct speech and quotations from a text (L2b) ☐ Uses a comma before a coordinating conjunction in a compound sentence. (L2c) ☐ Spells grade-appropriate words correctly, consulting references as needed. (L2d) ☐ Chooses words and phrases to convey ideas precisely (L3) ☐ Chooses punctuation for effect (L3)	
2 Almost Meets		☐ Opinion is clear but some reasons are unrelated ☐ May not write multi-paragraphs ☐ Planning for writing is limited ☐ Provides few facts and details ☐ Draws little evidence from text ☐ Uses some linking words/phrases but ideas are scattered	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses some punctuation correctly ☐ Uses some sentence variety correctly ☐ Spells most words correctly	
1 Does Not Meet		☐ Provides few or no details or facts ☐ Provides no concluding statement or is unrelated to opinion ☐ Document is disorganized or incomplete	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Many words spelled incorrectly ☐ Has many errors in capitalization ☐ Writes few complete sentences or only simple sentences ☐ Punctuation includes many errors or is missing	

- **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.
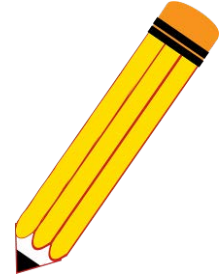
Smarter Balanced Assessment Consortium

Grade	4	Title/Subject	Should Computers Replace Teachers?

Student Prompt:

As you think about what you just read, write a multi-paragraph essay to explain to your teacher your opinion about whether computers or teachers are best for teaching.

Writing Tips:

☐ Be sure to introduce the topic, state your opinion, and group related facts together.

☐ Use facts from the sources to develop your ideas.

☐ You may want to include definitions and illustrations to help your teacher clearly understand what you learned.

☐ Use linking words such as *for instance, in order to, in addition, because, also, therefore, since, for example, and, also,* etc. to link your opinion and reasons.

☐ 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 clearly stated.

☐ Supply reasons that support your opinion with facts and details.

☐ Group information together as you write.

☐ Write a concluding sentence or paragraph.

☐ Provide a list of sources.

Step 3: Reread and Revise

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

Step 4: Edit

- ☐ Capitals at the beginning of sentences
- ☐ Capitals for proper nouns
- ☐ Punctuation: (end points) **. ! ?**
- ☐ Commas **,** quotation marks **" "**
- ☐ Spelling
- ☐ Complete sentences; avoid run-ons and fragments.

Step 5: Final Draft

- ☐ Recopy and fix your mistakes.

Good work!

			Student Reading Text
Grade	**4**	**Title/Subject**	**Should Computers Replace Teachers? Article 1**

http://www.christenseninstitute.org/will-computers-replace-teachers/
August 26, 2013

Will computers replace teachers?

Abbreviated and adapted from an article by Thomas Arnett

There are some technology enthusiasts who claim that computer-based learning will soon replace teachers. They say that information is more accessible on the internet, and that on-line courses are easy to access.

These believers think that teaching is no more than instruction and testing. They forget the true complexity of the job teachers perform. Computers are becoming better at providing leveled instruction and testing skills. But good teachers do much more than present information and drill skills.

High-quality teachers guide their students through activities and projects that stretch them to apply what they have learned into the real world. They provide personalized feedback to help students develop their creativity. They create classrooms that motivate students to work hard and achieve their goals. Going above and beyond the call of duty, many of the best teachers are driven by a "whatever-it-takes" attitude to ensure that all their students are on a path to success in life. Those human aspects of good instruction are not going to be replaced by machines anytime soon.

On the other side of the debate, today's teacher has a nearly impossible job. Teachers are expected to design daily lesson plans for many hours of the school day, organize student learning activities, grade student tests, develop effective classroom procedures, and differentiate their approaches for individual student needs, all while managing the daily wild cards of student behavior, parents, other school activities, etc.

Educators that are now experimenting with blended learning are completely redesigning our models of instruction. Blended learning allows much of the work of basic instruction—like drilling multiplication tables or reviewing vocabulary words—to be offloaded to be practiced on computers so that teachers can focus on the aspects of teaching that require a human touch such as tutoring students, helping students design projects, and encouraging students to try their best. Blended learning doesn't get rid of teachers, but uses computers to do some of the time consuming work so teachers can focus on the kids.

Technology will not improve our education system if we diminish the importance of teachers. Likewise, our education system will not meet modern needs until we go beyond the one-size-fits-all model. This is not about technology vs. teachers. Instead, our conversations should focus on finding ways to let technology do what it does best so that we can allow teachers to do what they do best.

			Student Reading Text
Grade	**4**	**Title/Subject**	**Should Computers Replace Teachers? Article 2**

Should Computers Replace Teachers???

(All documents have been abbreviated)

http://www.debate.org/opinions/should-computer-replace-teachers

This is a debate forum from www.debate.org

YES COMMENTS: Computers Should Replace Teachers…

- **computers should replace teachers**

Children are often distracted by what the teacher is wearing, saying, or doing. The teachers get frustrated because while they are trying to teach, the children are distracted and cannot concentrate.

If computers replace teachers, the kids will be able to concentrate more because they have no distractions, unlike the teachers.

When teachers teach, it can contain false information or personal opinions, but computers do not make any errors and it is accurate.

Using computers is way more efficient and it saves a lot of time. i.e. typing is way faster and neat than writing

- **Computers have more information than teachers.**

I understand that some people misuse computer but, computers are the main source of information after the books. Computer provide us more information than teachers. I also understand that teachers can explain better than computer but, the children who can't afford monthly fees, they can learn and study sitting in ones place.

- **Computers provide us the most accurate answers to our problems**

Teachers are but humans who are bound to make mistakes. In this regard, computers are way better as it has information from the most reliable sources from across the world. Thus, when is need, any information, be it about topics taught in school or subjects that interest you, computer is THE place where one should look up to. I am not saying that teachers are anyway incompetent in providing us with information, its just that computers were machines made for storing data or in common language information, so why not use it for the work that suits it the most?

- **Teaches Independence and Self Control**

 If a student uses a computer/program to teach him or herself, they will develop independence and self-control. By not having a teacher, the student is forced to manage their own time. Time management is a life long skill and typically isn't developed in time for college for some students. It also helps to develop a student's discipline, by making sure they remain on track. They have to monitor themselves.

NO COMMENTS: Teachers are better than computers

- **Computers could never replace teachers.**

 A computer would not be able to provide discipline, safety or care for a child. Computers cannot keep our children safe. Sitting our children in front of a computer to learn all that they need to know will take away critical human interaction which our children need. Computers should be used as a learning tool, not as a teacher.

- **Never**

 As a teacher, I can say that absolutely, computers play a pivotal role in education today, and will become even more important in the future. They will never, however, be able to replace a professional, caring, devoted teacher. Human teachers can use creativity and humor to enhance lessons and make the unwilling change their attitudes. A computer could never help a student feel better, or listen to their problems, or provide encouragement.

- **Teachers are the best!!!!!**

 They teach us manners ,discipline , which computer cannot teach us. Computer cannot tort us we are doing bad things because computer is a machine , whereas A teacher can teach us lessons practically. Thus teachers are best and we should respect our teachers and no machine can replace it.

- **Highly impossible because..........???**

 First thing is that there won't be face to face contact. Next is online teaching can't be compared to the knowledge and life experiences that a teacher brings into the class room . Teachers are more interactive than a computer. Teachers use both formal and informal assessments to determine where the student has mastered the concept.

- **I think no!!!**
1. A robot would have no feelings or emotions.
2. It might not be able to break up a fight or an argument.
3. It would have to give loads of tests to get your academic level.
4. It might malfunction.
5. Someone might ask it a question it doesn't know the answer to and it might give the wrong answer.