

## Argument Writing Performance Task

### Teacher Version

<b>Grade</b>	<b>6</b>	<b>Title/Subject</b>	<b>Pro or Con Should Fast Food Workers Make More Money?</b>
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions and Scoring Rubric**
- **Student Directions and Articles**

### Overview

On Day 1 students will engage in a shared reading and note-taking activity a text to learn about the argument for or against fast food workers making higher wages. On Day 2, after the group activity, they will be directed to plan, and begin to draft an argument writing piece to share their position on this issue 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 produce a final copy.

### Process

## DAY 1: Shared Reading and Note-taking: Up to 60 minutes

### Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an argument writing piece indicating whether or not they think fast food workers should make more money. Ask students to discuss this orally. Possible questions could include:

*“Many people today believe that fast food workers in particular should make more money. What do you think? Why do you have that opinion?”*

For active engagement encourage pair or group sharing, before sharing out with whole group. You may also want to use the “take a stand” activity from our training handbook to generate discussion.

### Step 2: Accessing the Information

1. Explain: *“Now we will read the pros and cons of raising basic pay for fast food workers. You will be writing an argument paper to your teacher about whether you agree or disagree with this practice and you will include information from the articles provided in your reasons.”* Use the information from the texts to supply your reasons. Read the articles with the students and point out facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet. Students may annotate the articles or take notes.
2. Lead a whole class discussion about the sources.
3. Think-Pair-Share: *“Tell your partner what you learned about the pros and cons of raising pay for fast food workers.”* Make sure both partners have time to share with each other.

## Argument Writing Performance Task

### DAY 2: Planning and Writing a Draft: Up to 90 minutes

#### Step 3: Clarify Expectations for the Writing Task:

**Explain:** *“In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me why you agree or disagree with the opinion that fast food workers should make more money. Tomorrow you will have a chance to change and edit your work from today or add more detail.”*

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 writing.

#### Step 4: Clarify Expectations for the Writing Task:

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, or webs. Don't provide a plan yourself just remind them of the strategies for planning.

After 15 minutes suggest to students that they begin writing their drafts. They may type directly from their plan, or write out a longhand copy first, then type.

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.
3. Suggest to students to revise and edit using the reminders from the student checklist.
4. Direct students to type their final draft.
5. Collect all student writing materials.

#### Teacher Directions for Scoring Rubric:

Use the attached rubric to score the writing. Students receive two scores: one for opinion writing and another for conventions. Enter these scores into School City.

**Argument Writing Performance Task**

Grade		6		Argument Writing Rubric	
Level	ARGUMENT WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Introduces claim, acknowledges alternate or opposing claims and organizes the reasons and evidence logically <input type="checkbox"/> Effective use of sources to support argument		<b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses phrases and clauses within a sentence, avoiding dangling modifiers</li> <li><input type="checkbox"/> Refers to reference material to determine best word choices in writing</li> </ul>		<p>Guidance &amp; Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>
	3 Meets	<b>ARGUMENT WRITING (W1)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces claim and organizes reasons and evidence clearly (W1a)</li> <li><input type="checkbox"/> Demonstrates an understanding of the topic or text by supporting claims with clear reasons and relevant evidence (W1b)</li> <li><input type="checkbox"/> Uses words, phrases/clauses to clarify the relationships among claims and reasons (W1c)</li> <li><input type="checkbox"/> Establishes and maintains a formal style (W1d)</li> <li><input type="checkbox"/> Provides a concluding statement/section that follows from argument presented (W1e)</li> </ul>		<b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of pronouns effectively (L1a-d)</li> <li><input type="checkbox"/> Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a)</li> <li><input type="checkbox"/> Ensures that verbs agree with compound subjects</li> <li><input type="checkbox"/> Uses commas when linking two clauses with a conjunction in compound sentences</li> <li><input type="checkbox"/> Uses correct capitalization</li> <li><input type="checkbox"/> Spells correctly (L2b)</li> </ul>	
<b>WRITING PROCESS (W4-W8)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses clear/coherent writing where development, organization and style are appropriate to task, purpose, and audience (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Develops and strengthens writing by planning, revising, and editing, rewriting, or tying a new approach (W5)</li> <li><input type="checkbox"/> Uses technology to produce writing (W6)</li> <li><input type="checkbox"/> Uses keyboarding skills to minimum of 3 pages in a single sitting (W6)</li> <li><input type="checkbox"/> Conducts research drawing on several resources (W7)</li> <li><input type="checkbox"/> Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8)</li> <li><input type="checkbox"/> Avoids plagiarism and provides basic bibliographic information (W8)</li> </ul>					
2 Almost Meets	<input type="checkbox"/> Claim may be somewhat unclear <input type="checkbox"/> Introduction may be clear but conclusion is weak <input type="checkbox"/> Uses some evidence from source, but may be repetitive or vague <input type="checkbox"/> Uses few words/phrases to clarify relationships between claim and reasons <input type="checkbox"/> Has formal style but may not be maintained throughout document		<b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains some run-on sentences</li> <li><input type="checkbox"/> Uses mostly simple or compound sentences</li> <li><input type="checkbox"/> Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly</li> <li><input type="checkbox"/> Contains some punctuation errors</li> <li><input type="checkbox"/> Contains some capitalization errors</li> <li><input type="checkbox"/> Contains some spelling errors</li> </ul>		
	<input type="checkbox"/> Claim may be confusing or ambiguous <input type="checkbox"/> Intro/conclusion may be missing <input type="checkbox"/> Uses few or little evidence from sources <input type="checkbox"/> Uses style not appropriate to audience, purpose or task <input type="checkbox"/> Has no formal style		<b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains many run-on sentences</li> <li><input type="checkbox"/> Contains many punctuation errors</li> <li><input type="checkbox"/> Contains many capitalization errors</li> <li><input type="checkbox"/> Contains many spelling errors</li> </ul>		
1 Does Not Meet					

• **WGASFA:** “with guidance and support from adults”

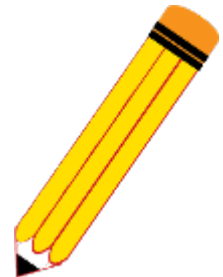
This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).

## Argument Writing Performance Task

Student Version			
Grade	6	Title/Subject	Pro or Con Should Fast Food Workers Make More Money?

### Student Prompt:

Many people today believe that fast food workers should make more money. Do you agree or disagree? Choose a position on the argument then write a multi-paragraph essay to your teacher explaining your **argument**. Include information from the following article as you write.



### Writing Tips:

- Be sure to introduce the topic and group related facts together.
- Use evidence from the two sources to develop your argument.
- Include linking words and phrases to connect your ideas.
- Maintain a formal style throughout.
- End with a conclusion.

### 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

- Review the texts and your notes
- Make a plan on the blank paper for your writing.

### Step 2: Draft

- Introduce your claim or argument.
- Include evidence to support your claim.
- Group information together as you write into paragraphs.
- Write a concluding paragraph.



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**Step 3: Reread and Revise**

- Does it make sense?
- Have you used evidence from the texts to support your claim?
- Have you used linking words to organize your writing?

**Step 4: Edit**

Reread your writing and revise:

- Capitals at the beginning of sentences
- Capitals for proper nouns
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Spelling
- Complete Sentences

**Step 5: Final Draft**

- Recopy and fix your mistakes.
- Use your neatest handwriting and typing.

Good work!



# Argument Writing Performance Task

## Writing an Argument



1. *Research a topic.*



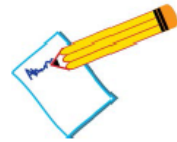
2. *State your claim: choose an argument that is well supported with evidence.*



3. *List evidence you will use. Focus on the most credible sources.*



4. *Choose your best evidence.*



5. *Write your introductory paragraph. Begin with a hook, then write a topic or thesis statement that states your claim.*



6. *Write paragraphs outlining your argument with evidence. Include facts and details.*



7. *Use linking words to connect your ideas.*



8. *Write a conclusion to remind the reader of your claim and/or call for action.*



9. *Reread and revise: Does it make sense? Sound convincing? Any missing information?*



10. *Reread and edit: Check*

- capitals
- spelling
- punctuation
- cite or list resources

☆ Punctuation • ? ! " ,	☆ Capitals only where they go • Beginning of sentence • Names • Months • Days of the week	☆ Spelling • All word wall words • Harder words spelled using the sound cards and/or alternate spellings	☆ Spaces between all words	☆ Paper is Neat • Handwriting • No smudges
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11. *Type or write a final draft!*



12. *Celebrate your hard work!*

Argument Writing Performance Task

Student Reading Text			
Grade	6	Title/Subject	Pro or Con Should Fast Food Workers Make More Money?



## PRO/CON: Should workers in fast-food restaurants make more money?

By McClatchy-Tribune, adapted by Newsela staff

12.06.13

Grade Level **6** Word Count **1,421**

### PRO: Better pay for fast-food workers is important for fairness

WASHINGTON – Last November, fast-food workers began demanding higher wages and the right to join a union. By the end of August, the movement had spread to 60 cities nationwide.

The inspiring movement is led by some of the nation's poorest employees. Their cause should be supported by everyone who has a sense of fairness.

First, let's throw out some of the nonsense that people have been told about these workers. Despite what some people think, they are not mostly teenagers.

The majority of them are at least 23 years old. Only three in 10 are teenagers. More than a quarter of them are raising at least one child.

#### Lack of Good-Paying Jobs

How are they supposed to survive on about \$9 an hour, which is the average wage? The lowest amount you can be paid, or the minimum wage, is \$7.25 an hour. Many of the workers make that.

Clearly, they are not just working at these jobs for a short time and then moving on to great careers. Our unstable economy does not have enough good jobs for them. In fact, nearly half of employed college graduates say their jobs do not need a college degree.

Fast-food workers are suffering for the same reasons that the majority of employees have lost ground for decades: the rules of the economy have been rewritten against them.

## Argument Writing Performance Task

The richest 1 percent of Americans have doubled their share of America's total income from 1980 to 2011.

They didn't double their slice of the pie because of changes in technology or because they had the most needed skills.

They did it because the link between how much a person produces and how much he or she takes home has been broken. If wages had increased since 1968 the way they did in past decades, the lowest wage someone could take home would be \$17 per hour today. Not a measly \$7.25.

### "Reforms" Hurt Workers

Why are wages no longer tied to productivity? It's because most workers have lost the power to bargain with their employers. And that is a result of so-called "reforms" the government made on purpose, including:

Changes to labor law. Failure to enforce existing laws. Both made unions weaker;

Trade agreements that put American workers into competition with cheaper labor overseas;

And many other law changes that take money from the poor and give it to the rich.

These changes have left the country in a weakened state. Jobs are still scarce. Workers have even less power than before.

The protests by fast-food workers is another sign that it is time to end the 40-year-old experiment on the American worker. This kind of mass protest around wage and work issues has not been seen for a long time, perhaps since the Great Depression.

President Obama supports a higher minimum wage. Unfortunately, he didn't keep his promise to push for the Employee Free Choice Act. The act would have gone a long way to give workers the rights to form unions and ask for higher pay.

Obama and his allies just tried to drag the country into another war. They failed, because Americans showed the Congress that they were sick and tired of senseless wars. They showed lawmakers that whoever voted for another war would be held accountable. Maybe we should make these politicians understand that we are also sick and tired of a system that delivers the goods to fewer and richer people each year, and leaves tens of millions of people struggling to get by. Then we might begin to reverse some of the wrongs here at home, too.

ABOUT THE WRITER Mark Weisbrot is the co-director of the Center for Economic and Policy Research. This essay is available to McClatchy-Tribune News Service subscribers. McClatchy-Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of McClatchy-Tribune or Newsela. This op-ed was adapted by Newsela.



## **CON: Better pay for fast-food workers could suck the country dry of jobs**

WASHINGTON – In the Middle Ages, doctors stuck blood-sucking leeches onto their patients. But the treatment did not improve their condition – far from it. It left them worse off. Raising the wages of fast-food workers to \$15 an hour would produce similar results: it will hurt the ones the plan was designed to help.

In America, minimum-wage workers are better paid than the average worker in Mexico. Why? It's not because U.S. employers are more generous than their Mexican companies. Nor do Americans somehow deserve better pay.

American minimum-wage earners make more because they produce more. Better education and better-funded companies allow American workers to be more productive, raising their earnings.

Competition forces businesses to pay workers according to their productivity. If companies pay less, their employees will jump ship to competitors. And if they pay workers more than they produce, they go out of business.

### **More Machines, Fewer Workers**

For better or worse, fast-food jobs are relatively low-productivity positions, typically filled by inexperienced workers. Most fast-food customers want a quick, inexpensive meal. They will not regularly pay premium prices for a burger and fries.

Doubling McDonalds' wages would raise its total costs by 25 percent, meaning the company would not make any profits on its sales. But raising prices would drive customers away.

If Congress forced fast-food restaurants to pay \$15 an hour, they would have to get a lot more productive to justify those higher costs. That would mean replacing current workers with machines and hiring fewer, more skilled workers to maintain them.

Restaurants could do this in a variety of ways. They could use iPad stations instead of cashiers to take orders, or install the new robotic burger flipper that makes up to 400 hamburgers an hour.

At current wages these costly, high-tech improvements make sense for only a few restaurants; if wages doubled the machines would become widespread. The end result: far fewer jobs in the fast-food industry and higher pay for those who remain.

Those who consider such a trade-off worthwhile miss the economic role of minimum-wage jobs. For most workers, they are entry-level positions where they can gain experience that makes them more productive and helps them command higher pay in their next job.

Businesses value skills like reliability, discipline and the ability to accept instructions. Fast-food jobs instill these basic skills in inexperienced workers.

## Argument Writing Performance Task

### Fast Food Is Entry-Level Work

Most Americans started out in a job paying within a dollar of the minimum wage. Few stay there long. The average fast-food employee stays at his or her restaurant for less than a year. These are simply gateway jobs, the first step on a career ladder. That is why the vast majority of fast-food workers are under the age of 25.

Super-sizing fast-food wages would eliminate many of these entry-level positions, making it harder for young people to land that all-important first job and start climbing the ladder of success.

Most lawmakers and leaders recognize this. Not even the most liberal state has a minimum wage anywhere near \$15 an hour. American Samoa is an example of what would happen if the supporters of the "living wage" movement prevail.

The island territory used to have a separate minimum wage because of its lower incomes. However, in 2007 Congress applied the U.S. minimum wage to Samoa. For the tiny Pacific Ocean nation this was equal to \$20 an hour.

It did not boost purchasing power, increase the demand for goods and services or improve the way people live. Instead, unemployment septupled. More than 35 percent of the islanders were jobless.

The Samoan economy collapsed. The islands' governor begged Congress to suspend the wage hikes, pleading: "Our job market is being torched. Our businesses are being depressed. Our hope for growth has been driven away. How much does our government expect us to suffer?"

The laws of economics are not like government laws that can be repealed, no matter how good the intentions are. Requiring dramatically higher fast-food wages would make hundreds of thousands of entry-level jobs disappear. This would no more help fast-food workers than bleeding them with leeches.

ABOUT THE WRITER James Sherk is a senior policy analyst in labor economics at The Heritage Foundation. This essay is available to McClatchy-Tribune News Service subscribers. McClatchy-Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of McClatchy-Tribune or Newsela. This op-ed was adapted by Newsela.