

KWL CHART FOR WHAT WE KNOW, WANT TO KNOW, AND PREDICT WE WILL LEARN ABOUT IMMIGRATION TO AMERICA

| WE KNOW... | WE WANT TO KNOW... | WE PREDICT WE WILL LEARN... |
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Rubric for Writing on Reasons for Immigration
Sunshine State Standards Shown Below

| Area of Assessment | Not so great (1) | Pretty Good (2) | Superb Thinking(3) |
|---|---|---|---|
| Content on reasons for immigration | Unclear of lack of reasons for immigration. Written in any of the text types with less than clear cohesion. | Reasons for immigration from two of the three areas. Written in a cohesive manner in any text type (narrative, expository, or poetry) | One good reason for each: economic, political, and religious factors in immigration. Written in a cohesive manner in any text type (narrative, expository, or poetry) |
| Cultural Sensitivity | Writing shows lack of sensitivity to reasons for immigration | Writing shows surface level awareness of reasons for immigration | Writing shows empathy and a high level of sensitivity to reasons from immigration |
| Writing notes from a variety of sources | Notes from one source | Notes from internet and at least one reference or trade book | Notes from internet and more than one reference or trade books |
| Using technology for communication | No information obtained from internet | Some information obtained from internet. | Extensive use of internet for information for this assignment with website references |
| Constructs and labels a timeline | Did not participate in construction and labeling of timeline | Participation in either construction of labeling of timeline | Full participation in timeline construction and the labeling of events on the timeline |

LA.B.2.2.1.5.1 GLE -The student writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.

LA.D.2.2.4.4.1 GLE -The student uses appropriate available technologies to enhance communication.

SS.A.1.2.3.5.1 GLE -The student constructs and labels a timeline based on a historical reading (for example, about United States history).