

English Language Arts

Grades 6-8

Home Learning Unit

Role of Exercise in a Healthy Life

▶ Unit Texts:

- ▶ *Even a little exercise is shown to provide a healthier and longer life* by Associated Press, adapted by Newsela
- ▶ *Opinion: U.S. schools don't give students enough gym time* by William E. Simon Jr., USA Today, adapted by Newsela
- ▶ *New guidelines stress importance of exercise for everyone, young and old* by Associated Press, adapted by Newsela
- ▶ *Test shows that kids' muscles work like those of trained adult athletes* by The Conversation, adapted by Newsela

▶ Writing:

- ▶ After reading all four texts, write an informational essay explaining how science has informed our knowledge of exercise and health and how that information can influence decisions about exercise in schools.
- ▶ Use the Evidence-Based Writing Rubric provided to guide and evaluate your writing.

You are about to read a text set about the role of exercise in our lives. It includes four articles. Before and after each article, you will find questions to help you reflect on the readings.

Before reading the first article in your set, **“Even a little exercise is shown to provide a healthier and longer life,”** complete the following:

- Before Reading: True or False?
 - We should exercise every day. _____
 - If you don’t exercise much, you should begin training for a marathon. _____
 - Doctors recommend that people exercise for about 4 hours a day. _____
 - Exercise helps lower the risk of dying of heart disease. _____

(You will return to this after you read the article to check your initial responses!)

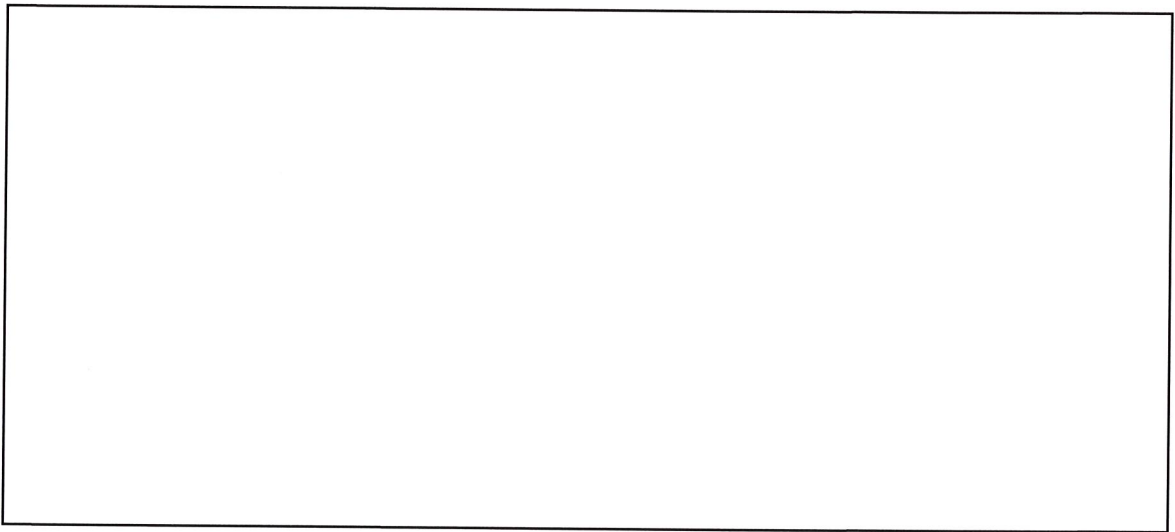
- Based on your observations of the world around you, do you think people understand the importance of exercise? Why or why not? Give specific examples from your life.

Now read this first article with close attention to the exercise study that scientists conducted. As you read, pause to make sure you understand:

- **The different groups in the study**
- **What scientists learned from following the groups over time**

After reading the first article in your set, **“Even a little exercise is shown to provide a healthier and longer life,”** complete the following:

- Return to the True/False activity you completed before reading. Were you right?
- Describe the exercise study outlined in the article. Make sure you include the number of people in the study, the groups, and what scientists learned from tracking each group over time.



Which sentence from the article BEST summarizes a main idea?

- a. Just about any exercise is good for you, a new health study shows
- b. Doctors tell people to exercise for about 150 minutes a week
- c. The study was mostly made up of people who did not exercise at all
- d. Each participant’s exercise habits were also only studied at the start.

Now read the second article in your text set, “New guidelines stress importance of exercise for everyone, young and old.” Think about how this next article connects to the first one.

After reading “**New guidelines stress importance of exercise for everyone, young and old,**” complete the following:

What are two of the key differences between the old and new guidelines?
Use the table below to capture the differences.

Old Guidelines	New Guidelines

Consider both of the articles you have read thus far. How could you convince someone that exercise is important for children and adults? Outline 3-4 talking points you would use.

Now read the third article in your text set, “Opinion: U.S. schools don’t give students enough gym time.” As you read, pay close attention to how the author structures the argument:

- What is the claim being made?
- What reasons are given to support that claim?
- What’s the evidence to support those reasons?

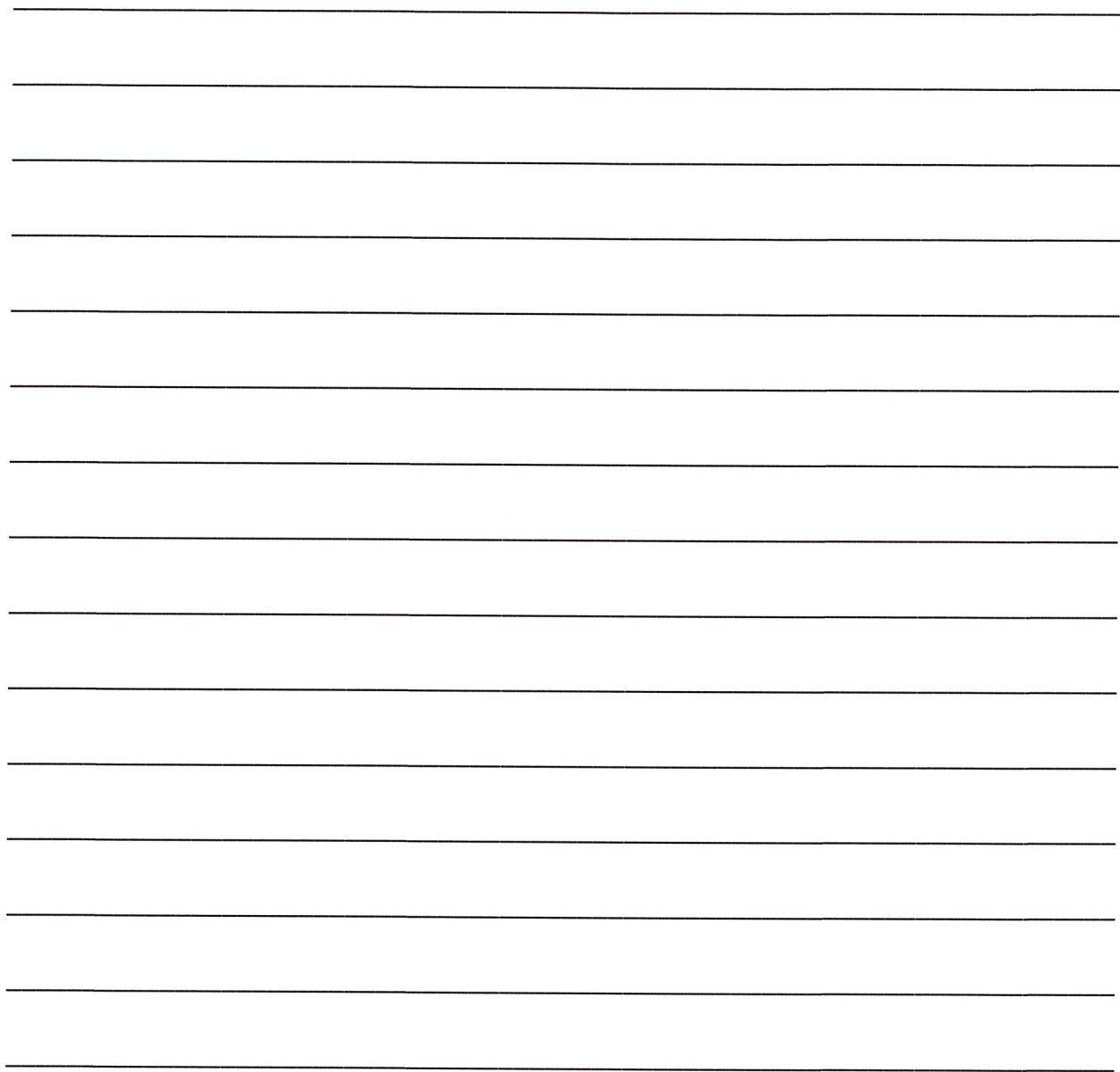
After reading **“Opinion: U.S. schools don’t give students enough gym time”** complete the following:

Use the table below to break down the author’s argument. How does he provide reasons and evidence to support the idea that schools need to put more time and money into PE for their students?

Reason	Evidence

Which parts of this argument are most persuasive to you? Why?

Read the final article in this text set, **“Test shows that kids’ muscles work like those of trained adult athletes.”** As you read, pay attention to how scientists studied children’s muscles.

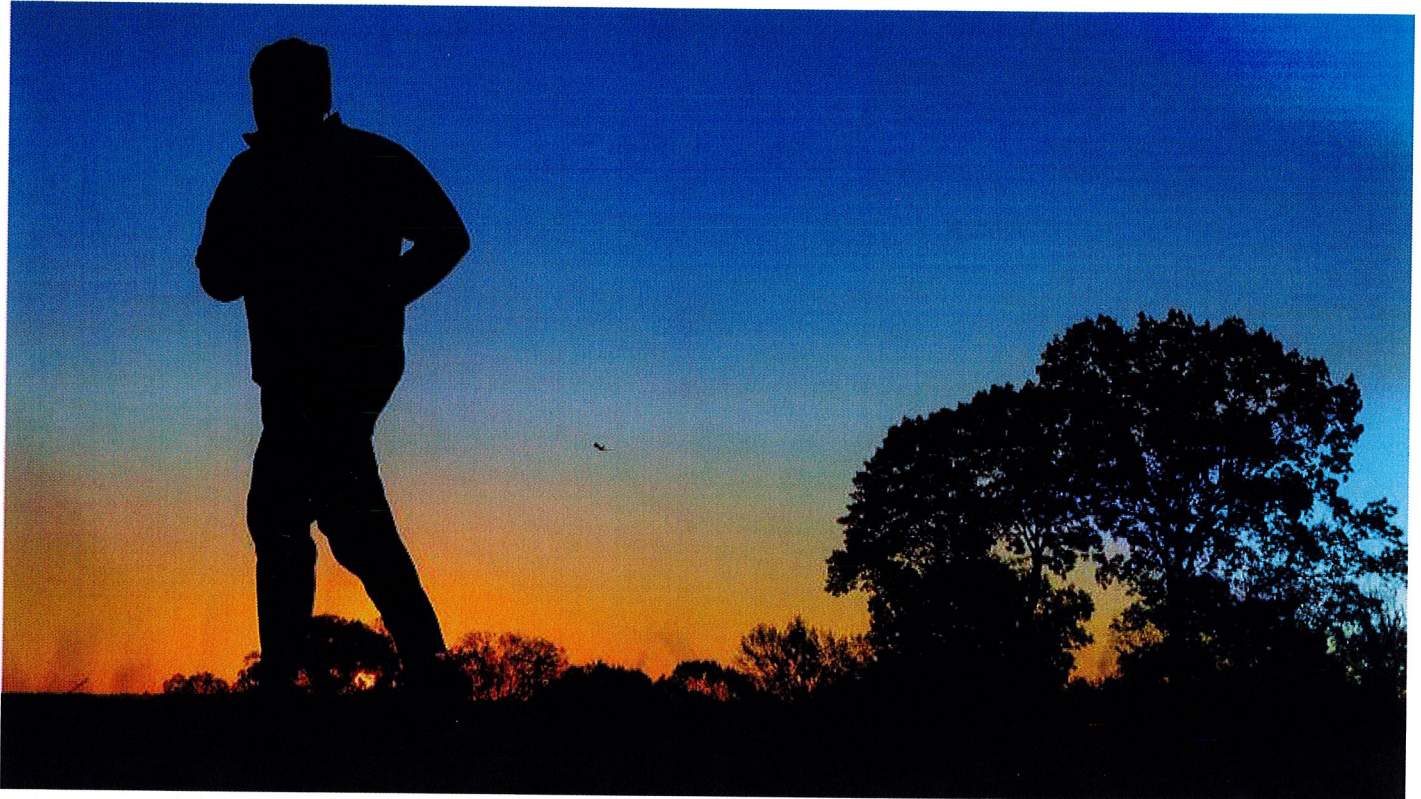


Even a little exercise is shown to provide a healthier and longer life

By Associated Press, adapted by Newsela staff on 01.11.17

Word Count 513

Level 740L



A runner is silhouetted against the sunrise on his early morning workout near Arlington National Cemetery in Arlington, Virginia, across the Potomac River from the nation's capital. Research released on January 9, 2017, suggests that people who pack their workouts into one or two days a week lower their risk of dying as much as those who exercise more often, as long as they get enough of it. AP Photo/J. David Ake

Just about any exercise is good for you, a new health study shows.

Doctors suggest we should exercise every day. Exercise, like running or walking or playing sports, lessens your chance of dying young. However, even people who exercise only a little bit can lower their risks.

The best thing someone who does not exercise much can do is get out and take a walk, said Hannah Arem. She's a health scientist at George Washington University in Washington, District of Columbia.

Some people may think that small amounts of exercise don't matter. The results of this study show it does, Arem said.

Arem had no part in the study. She wrote an article published with the results of the study.

Regular Exercise Is Well Worth It

Many scientists have researched exercise. Past studies have shown that there are probably many benefits to regular exercise.

Doctors tell people to exercise for about 150 minutes a week. People can also do 75 minutes of heavier exercise. Doctors say it is smart to spread exercise out so you exercise most days of the week.

Some people have one or two heavy workouts a week. These people lower their risks nearly as much as people who exercise more.

Scientists in England began studying nearly 64,000 adults in England and Scotland in 1994. By last year, 8,802 of these people had died.

Each person in the study reported how much exercise they had done in the last month. They were then placed into groups.

One group followed the doctor's orders exactly. People in this group exercised enough. They also exercised most days. Some people did the right amount of exercise but exercised only one or two days a week. Some people did some exercise but not enough. Some people did not exercise much at all.

Biggest Group Did Not Exercise

The study was mostly made up of people who did not exercise at all. The next biggest group was made up of people who exercised a little but not enough. The smallest group was made up of people who exercised enough but over only one or two days.

For the people who did not exercise enough, they still were less likely to die than people who never exercised. People who regularly exercised lowered their risk of dying by even more.

Any exercise helped lower the chances of dying of heart disease. Compared to doing nothing, exercise helped lower risks.

More Exercise, More Benefits

Exercise helps the body in many ways. It can lower blood pressure, improve sleep, and prevent diabetes, experts say. Some of these effects don't last very long, Arem said. The more often you exercise, the more of these benefits you'll experience.

Still, the study was not perfect.

Each participant's exercise habits were also only studied at the start. They could have changed over time. People who never exercised could have started. People who exercised a lot could have stopped exercising.

This type of study can only suggest exercise and good health may be related. It is not certain that they are related.

Quiz

1 Read the following paragraph from the section "Biggest Group Did Not Exercise."

For the people who did not exercise enough, they still were less likely to die than people who never exercised. People who regularly exercised lowered their risk of dying by even more.

How does this paragraph support a MAIN idea of the article?

- (A) It describes ways that people can exercise.
- (B) It lists differences in the exercises people did.
- (C) It explains that the more people exercise the healthier they are.
- (D) It highlights the health risks of not exercising regularly enough.

2 Which sentence from the article BEST summarizes a MAIN idea?

- (A) Just about any exercise is good for you, a new health study shows.
- (B) Doctors tell people to exercise for about 150 minutes a week.
- (C) The study was mostly made up of people who did not exercise at all.
- (D) Each participant's exercise habits were also only studied at the start.

3 Which section of the article explains HOW scientists conducted the study?

- (A) Introduction [paragraphs 1-5]
- (B) "Regular Exercise Is Well Worth It"
- (C) "Biggest Group Did Not Exercise"
- (D) "More Exercise, More Benefits"

4 Why does Hannah Arem think that people should try to exercise, even if it is only a little bit?

- (A) because exercise has made her feel better
- (B) because even small amounts of exercise help
- (C) because it is best to spread exercise over many days
- (D) because most people do not listen to their doctors

Opinion: U.S. schools don't give students enough gym time

By William E. Simon Jr., USA Today, adapted by Newsela staff on 01.02.19

Word Count 790

Level 830L



DeAndre Yedlin of Newcastle United visits a physical education session at Newcastle Primary School on May 2, 2018, in Newcastle upon Tyne, England. Photo by: Serena Taylor/Newcastle United via Getty Images

Physical education, also known as PE or "gym class," engages a child's mind, body and spirit. It promotes both bodily and emotional health. It has even shown to help students learn better. Yet PE is consistently underfunded, understaffed and underscheduled. Schools do not put enough time and money into PE for their students. This has to change.

Students today need physical education more than ever. American children are exercising less and spending more time on phones and computers. One-third of American children today are overweight. Obesity is on the rise, as well. Obesity is when a person is very overweight or has too much body fat. Having too much body fat can lead to health problems, such as heart disease, later in life.

U.S. Guidelines For Exercise For Kids

In November 2018, the U.S. government updated its recommendations for exercise. It was the first time in 10 years that the government changed these guidelines. The new guidelines include

recommendations for children as young as age 3. They say that people ages 6-17 should exercise for at least an hour a day. Yet research suggests that only 1 in 5 teenagers actually do this.

To reverse this trend, children need to learn that exercise is important. They must be taught how to exercise to stay healthy and fit. Well-taught physical education keeps students moving and motivated. It builds their skills and confidence. With the right training early in life, children can keep exercising — and stay healthier — their whole lives. Studies have shown that children who have PE in school are twice as likely to be active outside of school. They are also more likely to remain active when they become adults.

PE's Fall From Grace In Schools

Yet, just when kids need it most, PE has become a very low priority in many schools. The Society of Health and Physical Educators is an organization of health and PE teachers. According to this group's research, most American schools spend less than \$1,000 a year on PE. Some schools spend as little as \$1.50 a year per student on PE. That is a tiny fraction of how much money schools spend on students. For example, public schools may spend as much as \$12,000 per student each year.

This is of special concern in low-income areas. There, families have fewer fitness resources outside of school. However, it is a troubling trend everywhere. More and more children today are physically inactive. They do not get the recommended amount of exercise. This puts them at greater risk for diseases later in life. It also denies them the mental benefits of exercise. Studies show that exercise improves learning. It also has benefits when it comes to managing your feelings and making friends.

Lack Of Fitness Will Cost You — Literally

Being unfit can also cost individuals a great deal of money. Experts at Johns Hopkins University did a study. They looked at average medical expenses for individuals who are overweight. The researchers found that people who are overweight pay an average of about \$62,000 in healthcare over their lifetimes due to health issues that have to do with their weight. They may also have to miss work due to these health issues. This can result in lost wages averaging more than \$90,000.

Schools play an important role in supporting children's health. Students go to school for 12 years. Over this time, schools can give many children access to things that help them stay healthy. Many schools make sure that children get shots to prevent them from catching certain diseases. School cafeterias try to serve students healthy meals. Yet not one state follows the government's recommendations for time spent in PE.

PE Teaches Life Lessons, Too

One can appreciate that most schools have limited time and money. They must use these limited resources to meet students' many academic and social needs. Still, physical education is an equally important need. In my opinion, it is time to make PE as important as core subjects like math, science and reading. Teaching children to exercise will give them the knowledge they need to stay healthy. PE also gets them ready for life's challenges. It teaches them persistence and positive thinking.

Our country has one of the highest standards of living in the world. Surely we can find a way to give our kids the gift of physical education and fitness. All it takes is the will to make it happen. Americans have always had plenty of that.

William E. Simon Jr. helped start a center that is working to end childhood obesity. He wrote a book about physical education called "Break a Sweat, Change Your Life: The Urgent Need for Physical Education in Schools."

Quiz

- 1 Read the section "U.S. Guidelines For Exercise For Kids."
- Which selection from the section shows the author's point of view about the importance of teaching children to exercise?
- (A) In November 2018, the U.S. government updated its recommendations for exercise.
 - (B) The new guidelines include recommendations for children as young as age 3.
 - (C) They say that people ages 6-17 should exercise for at least an hour a day. Yet research suggests that only 1 in 5 teenagers actually do this.
 - (D) It builds their skills and confidence. With the right training early in life, children can keep exercising — and stay healthier — their whole lives.

- 2 Read the selection from the section "PE Teaches Life Lessons, Too."

They must use these limited resources to meet students' many academic and social needs. Still, physical education is an equally important need. In my opinion, it is time to make PE as important as core subjects like math, science and reading. Teaching children to exercise will give them the knowledge they need to stay healthy. PE also gets them ready for life's challenges. It teaches them persistence and positive thinking.

How do children today experience physical education differently from the way the author thinks they should?

- (A) They take physical education classes when they should be spending more time on important core classes.
 - (B) They take physical education classes at the same time as other core subjects like math and science.
 - (C) They do not learn persistence and positive thinking from physical education.
 - (D) They do not experience physical education as being as important as core subjects.
- 3 What kind of evidence does the author use to support the claim that being unfit costs a lot of money?
- (A) opinions of experts
 - (B) firsthand accounts
 - (C) data from researchers
 - (D) anecdotes and stories

- 4 How does the section "PE's Fall From Grace In Schools" support the author's argument that schools must spend more on physical education?
- (A) It shows how little schools spend on PE compared to overall spending, and suggests that schools are the only place some kids get exercise.
 - (B) It explains strategies students can use for managing feelings and making friends, and shows why PE teachers are involved in teaching these.
 - (C) It provides firsthand accounts of PE teachers who want to spend more, and explains that many schools stopped hiring PE teachers.
 - (D) It argues that schools have a lot of extra money set aside, and provides expert opinions on why that money should be spent on more PE.

New guidelines stress importance of exercise for everyone, young and old

By Associated Press, adapted by Newsela staff on 11.19.18

Word Count 546

Level 850L



Elementary schoolchildren run under a rainbow-colored tarp during the 15th Annual Kansas Kids Fitness Day in Hutchinson, Kansas. Photo by: Aaron Marineau/AP Photos

CHICAGO, Illinois — New government guidelines want kids as young as age 3 to move more and sit less. The guidelines say that all exercise helps health.

This is the first update since the physical activity guidelines came out 10 years ago. Scientists and doctors help make the recommendations. Since then, the list of benefits of exercise has grown. There's more evidence that other activities are good for people, such as short, tough workouts and taking the stairs instead of an elevator.

"Doing something is better than doing nothing, and doing more is better than doing something," said Dr. Donald Lloyd-Jones. He studies how to prevent illness.

Only 1 out of 5 Americans get enough exercise now. Too many children are overweight. This creates other kinds of health issues later. This problem has pushed doctors to teach younger kids about exercise to prevent poor health later in life.

Some of the advice was released Monday, November 12, at a meeting for heart doctors. The advice was also in a magazine for doctors.

Running And Jumping Is Good For Kids

The biggest change is to start young. Guidelines for exercise used to begin at age 6. The new ones say preschoolers ages 3 through 5 should do active play during the day. Active play is like running and jumping. The guidelines say a good target may be three hours of active play. That's similar to guidelines in many other countries and is the usual amount of exercise kids this age do.

From ages 6 through 17, kids should exercise at least one hour during the day. Most of the exercise should get their heart rate up. Exercises like this are walking fast, biking or running. At least three times a week, exercise should include activities like climbing on playground equipment or playing sports. These activities strengthen muscles and bones.

For adults, the recommended time for exercise stays the same. Adults need at least 2½ to 5 hours of medium or 1¼ to 2½ hours of harder exercise a week. At least two days a week, adults should do a muscle-strengthening exercise like push-ups or lifting weights.

It used to be thought that exercise had to be done for at least 10 minutes. Now even short times are known to help. Even a short time of exercise gives benefits such as lowering blood pressure, feeling less nervous and sleeping better.

Sitting too much is really harmful.

Teaching Children At A Young Age

The advice is similar for older adults. Older adults should also do things that help them balance to help avoid falls.

Dr. Valentin Fuster is a heart doctor. Fuster has been working on a goal to get young children to exercise. The program has worked for years with the Heart Association and Sesame Workshop, the people who make "Sesame Street."

At the meeting, Fuster gave results of a four-month program. The program worked with 562 kids ages 3 to 5 in Head Start preschools in Harlem, New York. They learned about exercise and health.

"It was really successful," Fuster said. "Once they understand how the body works, they begin to understand physical activity" and why it is important.

When brains are young, "it's the best opportunity" to set health habits that last, he said.

Quiz

1 Which two statements are MAIN ideas of the article?

1. *New guidelines encourage more exercise for people of all ages.*
2. *Doctors say that starting exercise young is a key to staying healthy.*
3. *Running and jumping are activities that strengthen muscles and bones.*
4. *Sitting too much is really harmful for older people who can fall.*

- (A) 1 and 2
- (B) 2 and 3
- (C) 1 and 4
- (D) 3 and 4

2 Read the following paragraph from the introduction [paragraphs 1-5].

Only 1 out of 5 Americans get enough exercise now. Too many children are overweight. This creates other kinds of health issues later. This problem has pushed doctors to teach younger kids about exercise to prevent poor health later in life.

Which statement summarizes the paragraph?

- (A) Many doctors are studying exercise, and they want to know more about American adults.
- (B) Many children are overweight, and this often creates other kinds of health problems later.
- (C) Most people do not get enough exercise, but doctors want them to know it can help prevent health problems.
- (D) Most adults need to exercise more, but doctors think that starting late in life cannot prevent health problems.

3 What is the relationship between the old and new guidelines for exercise?

- (A) The old guidelines said children should exercise but adults should not, while the new guidelines say adults also need two hours of exercise.
- (B) The old guidelines said children should start exercising at age 6, but the new guidelines say they should exercise between ages 3 and 5.
- (C) The old guidelines said exercising would strengthen muscles and bones in children, but the new guidelines say it helps sleep and balance.
- (D) The old guidelines said exercising every day was important for health, while the new guidelines say less exercise is better for the heart.

4 WHY did Dr. Valentin Fuster feel pleased after running a four-month program?

- (A) He felt that he was healthier and in better physical shape.
- (B) He felt that children had learned why being active is important.
- (C) He felt that he had helped older adults avoid falls.
- (D) He felt that Sesame Workshop would be more successful.

Test shows that kids' muscles work like those of trained adult athletes

By The Conversation, adapted by Newsela staff on 08.28.19

Word Count **803**

Level **900L**

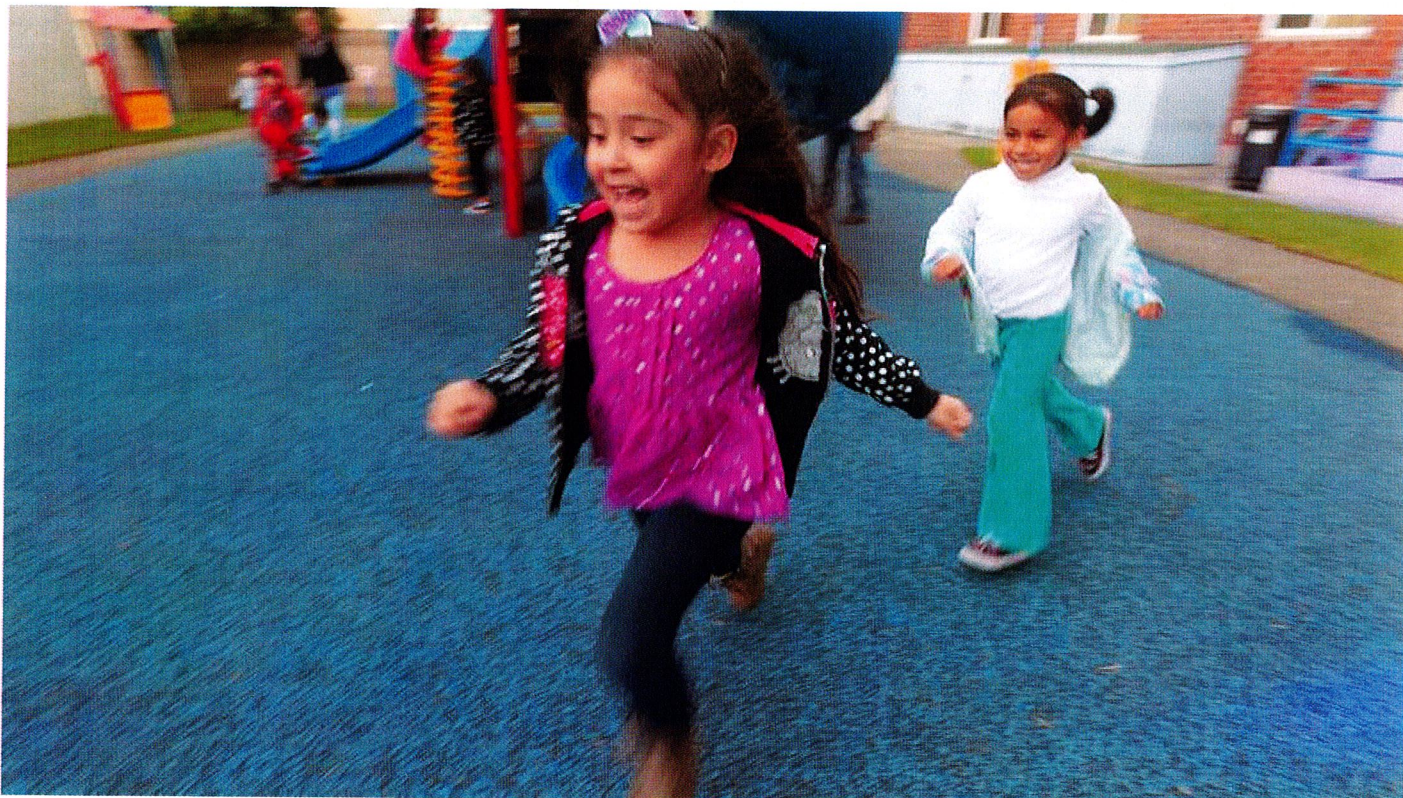


Image 1. Children run on the playground at the Comprehensive Child Development center in Long Beach, California. A recent study set out to answer the question: Why can children run and play for hours on end, while adults get tired so quickly? Photo by: Scott Varley/Digital First Media/Torrance Daily Breeze via Getty Images

Most of us know children who can run and play for hours without stopping. For parents and caregivers, this behavior can be tiring. For scientists, it has been the subject of debate. Is kids' ability to play and play and play due to fitness? Or is something else behind it?

Our recent study explored these questions. The study looked at the performance and recovery of children and adults doing physically demanding cycling tasks. The results show that children outperform most adults. They actually perform as well as, and recover more quickly than, highly trained adult endurance athletes.

Endurance sports increase breathing and heart rate. They also place stress on muscles. Examples include swimming, running and biking.

Experiments have shown that children's muscles tend to tire more slowly than adults' muscles. This seems to be the opposite of what science would predict. For example, children have

shorter legs, so they have to take more steps. Therefore, they should use more energy when they move.

In addition, children's physical skills are less developed than adults'. Children have to work harder to control their movements. This means they use more energy to complete many tasks.

So how do their muscles stay fresh?

Children Use Energy Like Marathon Runners

The remarkable muscle endurance of children could be due to the way they use energy pathways.

Anaerobic pathways produce large amounts of energy without using oxygen. These pathways tend to cause muscles to tire quickly. Sprinters rely on anaerobic metabolism to run fast for short distances. The food and drink we consume provides our body with calories. The process known as metabolism changes those calories into energy.

Aerobic pathways tend to produce energy more slowly. These pathways rely on oxygen and calories. They allow us to work for hours without muscle shutdown. Marathon runners rely on these pathways to run long distances.

Research reveals that children seem to get more energy from aerobic pathways than adults do. This helps prevent their muscles from tiring.

The benefits are partly because children have more so-called "slow-twitch" muscle fibers. These fibers drive the release of energy from aerobic pathways.

So we began to wonder: Do children's muscles actually respond to exercise in similar ways to adult endurance athletes?

Biking Test Has Surprising Results

We tested our ideas in a study with researchers in France.

The study compared the performance of children, young adults and endurance-trained athletes in cycling tests. The participants cycled using a stationary bicycle. The children's average age was 10 and a half years. The young adults' average age was just over 21 years. These two groups had similar physical activity levels. The endurance-trained athletes matched the age and height of the young adults.

In the first test, riders were asked to cycle until they were too tired to pedal anymore. In the second test, the riders completed a 30-second all-out sprint cycle.

By measuring physical responses, we found the children fatigued at the same level in the all-out cycling as the endurance-trained athletes. The energy gained from aerobic pathways in the 30-second cycle was also similar between the children and athletes. In both tests, the children and the athletes out-performed the non-trained adults.

The results show that the response to high-intensity exercise may be the same in children as in highly trained adult endurance athletes.

Data collected during the rest period following exercise also revealed startling results. The rate at which oxygen use lowered after exercise was the same in children and athletes. The rates at which

heart rate returned to normal and lactate cleared from the blood were even faster in the children than in the athletes. Lactate is a compound produced by the body when muscles tire.

Possible Link To Why Diseases Develop

These results show that children's muscles recover quickly from high-intensity exercise, which may be why children can continue to exercise (or play!) when most adults feel tired.

These findings may have important health implications. Metabolic diseases are disorders that cause problems with a person's metabolism. Examples include diabetes and many forms of cancer. Among teens and young adults, the rates of these diseases are rising. These diseases are still rare in children, though. It might be the case that the loss of muscle aerobic capacity between childhood and early adulthood allows metabolic diseases to take hold.

It will be interesting to examine this further. Does the loss of muscle aerobic capacity between childhood and early adulthood allow these diseases to develop? Could maintaining childhood muscles through exercise be the best medicine to prevent disease?

Scientists will have to do more research to answer these questions. For now, though, we have some idea why children are able to play for hours on end. Their muscles do not get as tired as adults' muscles. When they do tire, they recover more quickly.

Quiz

1 Read the section "Biking Test Has Surprising Results."

Which sentence from the section shows a finding from the study?

- (A) The endurance-trained athletes matched the age and height of the young adults.
- (B) In the first test, riders were asked to cycle until they were too tired to pedal anymore.
- (C) In both tests, the children and the athletes out-performed the non-trained adults.
- (D) Data collected during the rest period following exercise also revealed startling results.

2 Read the section "Possible Link To Why Diseases Develop."

Which sentence from this section shows the MAIN reason why scientists want to do more studies about children's muscle use?

- (A) These results show that children's muscles recover quickly from high-intensity exercise, which may be why children can continue to exercise (or play!) when most adults feel tired.
- (B) These findings may have important health implications.
- (C) It will be interesting to examine this further.
- (D) For now, though, we have some idea why children are able to play for hours on end.

3 What does the author want the reader to understand about children's muscles?

- (A) that they are used to run and play for hours without stopping
- (B) that they are used in sports such as swimming and running
- (C) that they tire more slowly than the muscles of adults
- (D) that they help children to develop physical skills

4 Read the paragraph below from the section "Biking Test Has Surprising Results."

By measuring physical responses, we found the children fatigued at the same level in the all-out cycling as the endurance-trained athletes. The energy gained from aerobic pathways in the 30-second cycle was also similar between the children and athletes. In both tests, the children and the athletes out-performed the non-trained adults.

How did the children experience the 30-second cycling test differently from the non-trained adults?

- (A) The children did not get any energy from aerobic pathways when they did the test, but the non-trained adults did.
- (B) The children finished the test much more quickly than the non-trained adults did.
- (C) The children got more energy from aerobic pathways when they did the test than the non-trained adults did.
- (D) The children did not feel any fatigue when they did the test, but the non-trained adults did.

EVIDENCE-BASED WRITING RUBRIC

	HIGH PROFICIENCY	BASIC PROFICIENCY	APPROACHING PROFICIENCY	NOT PROFICIENT
CONTENT AND ANALYSIS	<ul style="list-style-type: none"> Contains a clear, compelling claim. Claim demonstrates insightful comprehension and valid precise inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> Contains a clear claim. Claim demonstrates sufficient comprehension and valid basic inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> Contains a claim, but it is not fully articulated. Claim demonstrates basic literal comprehension and significant misinterpretation. Major points of textual analysis are missing or irrelevant to accomplish purpose. 	<ul style="list-style-type: none"> Contains a minimal claim that is not beyond correct literal repetition. Minimal inferential analysis serving no clear purpose.
COMMAND OF EVIDENCE	<ul style="list-style-type: none"> Central claim is well-supported by textual evidence. Use of relevant evidence is sustained throughout the entire analysis. The core reasoning follows from evidence. 	<ul style="list-style-type: none"> Central claim is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning follows from evidence. 	<ul style="list-style-type: none"> Central claim is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence. 	<ul style="list-style-type: none"> Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
COHERENCE AND ORGANIZATION	<ul style="list-style-type: none"> The organization strengthens the exposition. The introduction establishes context ; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting. 	<ul style="list-style-type: none"> The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent. 	<ul style="list-style-type: none"> Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next. 	<ul style="list-style-type: none"> There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.
CONTROL OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing. 	<ul style="list-style-type: none"> Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing. 	<ul style="list-style-type: none"> Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing. 	<ul style="list-style-type: none"> Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.