



2017-2018 BENCHMARK WRITING ASSESSMENTS

5TH GRADE

Dear Teachers,

Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

Assessment Timeline

Benchmark Writing Assessment 1	10/23-11/10	Entered in IO (EADMS):	11/10
Benchmark Writing Assessment 2	2/19-3/9	Entered in IO:	3/9
Benchmark Writing Assessment 3	5/14-5/25	Entered in IO:	5/26

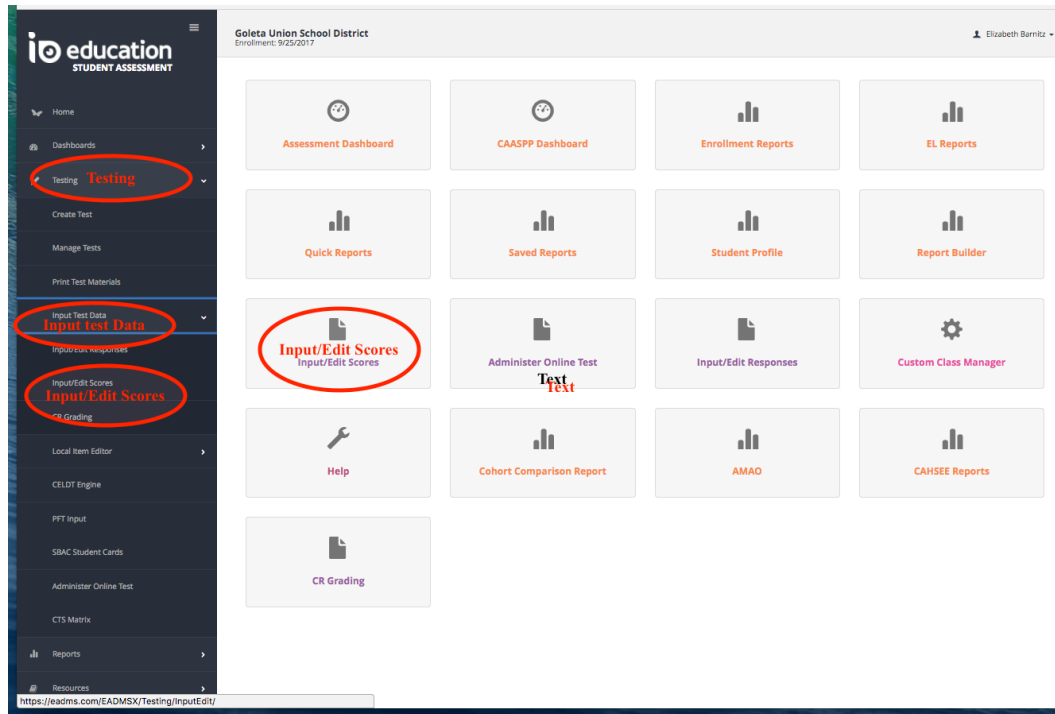
This table includes all three benchmarks in the order they are to be administered:

5th	<u>Narrative</u>	<u>Informative/Explanatory</u>	<u>Opinion/Argument</u>
Rubric: GUSD	City to Wilderness (Part 1 optional) Reference anchor paper/GUSD Narrative Rubric Wonders Benchmark Assessment Book Pg. 72-81 (anchor papers at end of book)	National Monuments (Part 1 optional) Wonders Benchmark Assessment Book Pg. 82-90 (anchor papers at end of book)	Malaria - nets vs. vaccine (Part 1 optional) Wonders Benchmark Assessment Book Pg. 91-100 (anchor papers at end of book)

The prompts generally take two days, students may use a dictionary, thesaurus, word wall, etc. to help them write but their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

Scoring

Please input the scores into IO by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.



Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO. Please note IO will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz

GUSD – Narrative Rubric, Grade 5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<p>Purpose</p> <p>CCSS*: ➤ W – 3a ➤ W – 4</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
<p>Organization</p> <p>CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3e ➤ W – 4</p>	<ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds naturally • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Uses some transitional words, phrases or clauses to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events 	<ul style="list-style-type: none"> • Does not sequence narrative in a logical order • Uses few or no transitional words, phrases, or clauses to manage the sequence of events. • Conclusion is not attempted or discernible
<p>Elaboration/ Details</p> <p>CCSS: ➤ W – 3b ➤ W – 3d</p>	<ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life 	<ul style="list-style-type: none"> • Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and phrases, and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events 	<ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot • Fails to to use concrete words or sensory details
<p>Language</p> <p>CCSS: ➤ L – 1 ➤ L – 2</p>	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing L=Language

Strand	4th	5th	6th
Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or event</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development, organization, and style are appropriate to task, purpose and audience.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

GUSD – Informational/Expository Text-Based Rubric, Grade 5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking words and phrases appropriately to connect ideas within and across categories of information 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words
Evidence/Elaboration CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons
Language CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

CA Common Core Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand	4th	5th	6th
Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Reading-Informational Text	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

GUSD – Opinion/Argument Rubric, Grade 4

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<p>Purpose</p> <p>CCSS*: ➤ W – 1a ➤ W – 1b ➤ W – 4</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
<p>Organization</p> <p>CCSS: ➤ W – 1a ➤ W – 1c ➤ W – 1d ➤ W – 4</p>	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses linking words, phrases, and clauses skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words and phrases appropriately to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words and/or phrases to connect reasons to opinion but simplistically 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words or phrases
<p>Evidence/Elaboration</p> <p>CCSS: ➤ RIT – 1 ➤ W – 1b ➤ W – 9b</p>	<ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides insightful explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> • Supports opinion with relevant facts, details, and/or reasons • Provides clear explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant facts, details, and/or reasons • Provides some explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> • Does not support opinion with facts, details, and/or reasons • Provides no or inaccurate explanation/analysis of how evidence supports opinion
<p>Language</p> <p>CCSS: ➤ L – 1 ➤ L – 2</p>	<ul style="list-style-type: none"> • Uses purposeful, correct, and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”= Reading – Informational Text; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand	3rd	4th	5th
Writing	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 9. Begins in 4th grade. 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading – Informational Text	<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

<u>Strengths:</u>	<u>Stretches:</u>
<u>Next steps:</u>	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

5th Grade Benchmark Assessments

Narrative: Your class is creating a magazine about human survival and creativity. For your part of the magazine, you will write a narrative story that is several paragraphs long about what happens when a child from the city experiences the wilderness for the first time. Your story will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your narrative story.

In your story, describe what happens when the city child leaves the city for the first time. When writing your narrative story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and description.

- Use all three sources:
 - Source #1: From the City to the Wilderness, Source #2: Urban Farming, Source #3: Basic Wilderness Survival
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Informative: Your class is writing papers about how monuments inspire emotion. For your part, you will compare or contrast the Gateway Arch, the Martin Luther King Jr. Memorial, and the National World War II Memorial. Your article will be read by other students and by your teacher.

Using detailed evidence from the three sources, explain where and why these monuments were built and how they inspire emotion from visitors. Write an informational article several paragraphs long. Clearly organize your article and support your main ideas with details from the sources.

Use your own words except when quoting directly from the sources.

- Use all three sources:
 - Source #1: The Martin Luther King Jr. Memorial, Source #2: The National World War II Memorial, Source #3: The Gateway Arch
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Opinion: Your class is writing opinion articles about fighting malaria for the school newspaper. For your article, you will write an article that is several paragraphs long about whether it is better to donate money for ITNs or for malaria vaccine research.

Your opinion article will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your article. In your article, describe how ITNs and vaccines would help people at risk of getting malaria. When writing your opinion article, find ways to use information and details from the sources to strengthen your argument.

- Use all three sources:
 - Source #1: The War Against Malaria, Source #2: A Malaria-Free World, Source #3: Mosquitoes
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Think Smart for Smarter Balanced Assessments Benchmark Assessments

Think Smart for Smarter Balanced Assessments Benchmark Assessments is an integral part of the complete assessment program aligned with *Reading Wonders*, the California Common Core State Standards (CCSS), and the Smarter Balanced Assessment Consortium (SBAC) assessment system.

Purpose of Think Smart for Smarter Balanced Assessments Benchmark Assessments

Think Smart for Smarter Balanced Assessments Benchmark Assessments reports on the outcome of student learning and provides summative data in relation to progress through the curriculum. The results of the assessments can be used to inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation. The tests in *Think Smart for Smarter Balanced Assessments Benchmark Assessments* are constructed to mirror the approach and subject concentration found in SBAC End of Year (EOY) English Language Arts (ELA) testing and SBAC performance-based assessments. Student performance in these assessments can act as a signal of student readiness for the demands of high-stakes testing as well as a snapshot of student progress toward end-of-year goals.

Focus of Think Smart for Smarter Balanced Assessments Benchmark Assessments

The tests focus on the following key areas of ELA as identified by the CCSS and SBAC testing:

The *Think Smart for Smarter Balanced Assessments Benchmark Assessments* component consists of three tests—Benchmark Test 1, Benchmark Test 2, and Benchmark Test 3.

Test 3 contains examples of the three PTs that are part of SBAC performance-based assessment:

- Narrative
 - Students craft a narrative using information from the sources.
- Informational
 - Students generate a thesis based on the sources and use information from the sources to explain this thesis.
- Opinion
 - Students analyze the ideas in sources and make a claim that they support using the sources.

Each PT assesses standards that address comprehension, research skills, genre writing, and the use of standard English language conventions (ELC). The stimulus texts and research questions in each task build toward the goal of the final writing topic.

Narrative Performance Task

Task:

Your class has been learning about nature and living in the wilderness. Now, you are going to create a magazine to share what you have learned. Each student will write something for the magazine.

Before you decide what you will write about nature and the wilderness, you do some research. As part of your research, you have uncovered the following three sources that discuss wilderness education programs, farming in the city, and how to survive in the wilderness. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gather the information you will need to answer the questions and write your narrative story for the class magazine.

In Part 2, you will write a story using details from the three sources.

Directions for Part 1:

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your narrative story. You may refer to the sources when you think it would be helpful. You may also look at your notes.

GO ON →

Source #1: From the City to the Wilderness

People are part of the natural world. We depend upon natural resources such as sunlight, water, and food to survive, and we share the planet with animals, birds, and insects. We are affected by the weather and by natural disasters, such as earthquakes and floods.

Human beings also have an impact on the natural world. We cut down forests, change the direction of rivers, dig gold and drill oil out of the earth, and throw away mountains of trash. Our actions can help or hurt nature.

Long ago, most people lived close to nature. They hunted and farmed for their food. They knew which plants they could use for medicines when they got sick. When they took long journeys, they used the stars overhead to tell their direction. Ancient people realized that they needed to understand nature and take care of natural resources; their lives depended on it.

A Faraway Place

Today, many people live in cities. They buy food in shiny supermarkets instead of growing it themselves, and their electric lights blot out the stars at night. The temperature inside their homes is always the same, no matter what the weather is like outside.

To many city children, nature seems strange. The wilderness is something that exists in an adventure movie, not in real life. Ordinarily, city children see trees and squirrels in a local park. They might spot a hawk nesting on a tall building or enjoy a few wildflowers blooming in a vacant lot. But many children have no direct experience of the wilderness with its power and beauty.

A Program in Minnesota

Across the United States, there are many programs in outdoor education for city children. One such program started in Minnesota in 2010. The program is run by a large local school system along with the National Park Service. Elementary school, middle school, and high school students are given the chance to explore the Mississippi River through both day trips and overnight camping experiences. Children learn to canoe and fish. They not only have fun; they begin to see the world through different eyes. They come to understand the environment and why they should help care for it. Then perhaps when they grow up, they will do their part to conserve natural resources.

From Denver to the Mountains

A similar program takes place in the mountains of Colorado. Youths from the city of Denver go to the mountains on wilderness adventures. They start out with short day hikes. If they do well, they can take part in overnight camping and more difficult activities, such as climbing. Some may even take part in trips to out-of-state places, such as Grand Teton National Park.

Many children growing up in a city like Denver have never imagined themselves climbing a mountain. At first, they find the wilderness strange and frightening. They might even find it boring because there are no TVs or electronic games. But these children learn fast. They memorize the names of birds and wildflowers. They begin to appreciate their place in protecting the wilderness and the importance of carrying out everything they bring in, such as food wrappers and water bottles. They also learn wilderness survival skills.

These children from Denver begin to see themselves as part of the natural world. Many of them decide to give back by planting trees in areas that no longer have forests or by building trails for future hikers.

Source #2: Urban Farming

In recent years, more people have been longing for the country life. The idea of being more self-sufficient by raising your own food is appealing to a new generation. But what happens if you can't move out to the country? Maybe you need to be close to family or work. Maybe you don't want to leave the city. In that case, you can figure out ways to bring the country life to the city.

Community Gardens

Many city neighborhoods are taking advantage of shared spaces with community gardens. Community gardens take two basic forms. First, they can be large spaces that are jointly planted, cultivated, and harvested by a community. Second, the spaces can be divided into smaller plots that people can rent. Each plot might be a ten-foot by five-foot space where a single family controls the planting, growing, and harvesting of produce. This type of plot comes in handy if the family can't plant a garden at their home.

Container Gardens

Another way to grow food in a small space is container gardening, or above-ground gardening. Any container that can hold soil and a plant can become part of a container garden. The gardener can purchase flower pots from a store or recycle objects like plastic food containers or even old tires. One advantage of container gardening is that the containers can be moved to follow sunlight. Another is that it does not require a lot of space. Window sills, patios, and balconies can all be turned into food-growing green spaces with containers.

Roof Gardens

Some creative people have made entire farms on rooftops. For example, in Brooklyn, New York, there is a rooftop farm that grows food for sale to the public. The farmers also teach people about ways to grow and prepare food, and they sell young plants to other gardeners. In Chicago, Illinois, locals can visit the first certified organic rooftop farm. It grows food used in the farm's restaurant.

Permaculture

Some home owners are taking a look at permaculture as a way of urban farming. The idea behind permaculture is to choose plants for the food they produce as well as for their beauty. Because the plants produce food each year, they become permanent parts of the landscape. This is sometimes called a food forest, which is a tiny ecosystem. In the ecosystem, the plants work together. They keep certain bugs and animals away. They also add things to the soil, such as nitrogen, that the other plants need. The plants work together, so they need much less attention

year after year. Plants that can be found in this type of urban farm include asparagus, rhubarb, nut or fruit trees, berry bushes, herbs, mushrooms, and even edible weeds like dandelions.

Intensive Farming

For a more traditional approach, some urban farmers are using empty lots of up to two acres to produce enough food for 200 or more families. Intensive farming uses a permanent bed system. What is planted in each bed changes every growing season. For example, in the first year, one planting bed might be planted with only garlic. The third year it might have tomatoes. The crop rotation is chosen based on what the farmer wants to grow and how many planting beds are available. The technique is based on practices that have been used in France for centuries. With intensive farming, a farmer can grow up to three times as much food as a farmer who is using a much larger space.

Urban farming is bringing some of the benefits of living in the country to people living in cities. Large spaces for farming are becoming difficult to find, so people are finding new ways to use the space they have. Any flat space, whether on the ground or on a roof, can become a garden. Urban farming is changing the way people think about farming and gardening.

Source #3: Basic Wilderness Survival

A leisurely walk or hike can turn into a nightmare if you become stranded and aren't prepared. Your best preparation is knowledge of basic survival needs and skills. You need water, shelter, food, and fire to survive in the wilderness.

Water

Finding a water source is a must for survival. Your body is made up of 50 to 75 percent water, depending on your age. You need to drink a gallon of water a day to survive, and you can live only three to four days without water. If you can't find a lake, river, pond, or spring, you might look to nature for help. In the desert, the flesh of a cactus can give you water. In the mountains, snow can be a source of water, but you need to melt it first. It takes ten gallons of snow to get the one gallon of water you need each day. In the forest, look for animal tracks, birds, or insects. They usually know or stay close to water sources.

When you find water, you have to make sure it is safe to drink. If you drink impure water, you could become sick, which will dry you out even faster than if you drank no water. The most certain way to purify water is to boil it for at least one minute. If you don't have a pot or your water holder might melt if placed on a fire, you can use hot rocks. Heat rocks in a fire until they are hot, and then drop them in the water to make it boil. Repeat this process as many times as needed to boil the water.

Shelter

Finding a way to protect yourself from the elements is important for survival. Sometimes you can find a natural structure, such as a cave or a rock overhang. Other times, you have to build a shelter. One easy way to start a shelter is to find a sapling, or a small, young, bendable tree. Bend the sapling and tie it down to create the shelter frame. You can use flexible branches or vines, or even blades of grass braided together, as rope. Then start attaching and overlapping leafy branches to build the sides and roof. Next, use other leafy branches to create a bed to keep you off the ground.

Food

Food is important because it gives you calories to keep going. A familiar source of calories is meat, such as beef or chicken. But if you can't find meat, nature provides alternatives. Bugs such as worms and grubs are a good source of calories. They are usually found in decaying trees and under rocks. If you can't bring yourself to eat live bugs, you can always boil them to make a stew. You can add pine needles to the water—they make a great broth and are a good source of

vitamin C. The new growth on pine branches can be eaten, too. Look inside pine cones for pine nuts. You can even have a dandelion salad on the side. Dandelion greens are nutritious, and the raw yellow flower is quite tasty. Another plant you can find near ponds is cattail. You can eat the entire stalk raw, and if there is pollen on the narrow flower end, you can eat that, too.

Fire

To purify water, cook food, stay warm, and even protect yourself from animals, you need fire. You could try making fire the old-fashioned way, by rubbing two sticks together until they flame up. However, it is more reliable to carry matches, a lighter, or a flint and steel kit. Pile tinder—dry twigs, leaves, grass, or paper that burns easily—in a firepit. Create a spark to light the tinder by striking the steel against the flint at an angle. Once you see smoke, the tinder has caught fire. Gently blow on the flame because fire needs oxygen to burn. Blowing on the spark feeds the fire more oxygen so it can grow and light larger logs. Just be careful not to blow so hard that you put the fire out.

The wilderness can be a harsh and unforgiving place, but with a little knowledge and practice you can survive.

- 1 Source #1 gives information about experiencing the wilderness. Select **two** details from Source #3 that give information about experiencing the wilderness that does **not** appear in Source #1.
- (A) Many types of food grow naturally in the wild.
 - (B) People in the wilderness can catch fish for food.
 - (C) Wilderness survival skills can be learned quickly.
 - (D) Tracks of animals and birds can guide you to water.
 - (E) You can boil dandelion greens to make a soup to eat.
 - (F) Most wilderness hikers use saplings to build shelters.

- 2 Source #1 discusses how to introduce people who live in the city to wilderness life. Explain how the information in Source #2 adds to the reader's understanding of how city people can become comfortable outdoors. Give **two** details from Source #2 to support your explanation.

- 3** Explain why people sometimes have to find creative solutions to find food to eat. Give **two** reasons, one from Source #2 and one from Source #3. For each reason, include the source title or number.

GO ON →

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your narrative story for the magazine. First read your assignment and the information about how your story will be scored. Then begin your work.

Your Assignment:

Your class is creating a magazine about human survival and creativity. For your part of the magazine, you will write a narrative story that is several paragraphs long about what happens when a child from the city experiences the wilderness for the first time.

Your story will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your narrative story. In your story, describe what happens when the city child leaves the city for the first time. When writing your narrative story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and description.

REMEMBER: A well-written narrative story

- has a clear plot and clear sequence of events
- is well organized and has a point of view
- uses supporting details from multiple sources
- puts the information from the sources in your own words, except when using direct quotations from the sources
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your narrative story. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your narrative story. Write your response on a separate sheet of paper.

Informational Performance Task

Task:

Your class has been learning about important monuments in the United States. Now, your class is going to analyze how monuments inspire emotions in their audience. Each student will write an informational article to post on the class website.

Before deciding what to write, you do some research and find three articles about important monuments. After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and answer the three questions that follow. Then, go back and read the sources carefully to gather the information you need to answer the questions and write an informational article for the class website.

In Part 2, you will write an informational article using information from the three sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

GO ON →

Source #1: The Martin Luther King, Jr. Memorial

Dr. Martin Luther King, Jr. fought for equal rights for African Americans, always favoring nonviolent means of protest. The memorial that honors this great civil rights leader opened in 2011. It is located on the National Mall in Washington, D.C., near other famous American monuments.

Dr. King was born in Atlanta in 1929. During his life, legal segregation existed in many parts of the United States. This meant that African Americans were denied jobs, education, health care, justice, and voting rights because of their race. Dr. King dedicated his life to ending these laws. He chose to fight segregation with strikes and protests instead of violence.

Many younger civil rights leaders were impatient and thought these methods were too slow. Many of his followers were hurt when they were attacked by opponents during the protests. Yet Dr. King held firm. Although he was sometimes scared, he was determined to bring lasting change through nonviolent action.

One of the high points of Dr. King's movement was the 1963 March on Washington. Near the place where his memorial would later be erected, he spoke to hundreds of thousands of Americans. He described his dreams for an America in which all people were treated equally. Not long after, the voting rights of all African Americans were guaranteed by law. In addition, segregation would soon become illegal.

On April 3, 1968, Dr. King spoke to a crowd of supporters. He said, "I've seen the promised land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the promised land." The next day, Dr. King was shot and killed. He gave his life to make our country better.



NPS Photo

Dr. King’s memorial reminds Americans to work together to achieve the promised land. As they enter, visitors are met by a 30-foot sculpture of Dr. King. The sculpture shows Dr. King with a determined expression. The sculpture grows out of the Stone of Hope. Behind this stone is another, larger one. This is the Mountain of Despair, from which the Stone of Hope was cut. Despair means “hopeless,” which was how many felt before Dr. King’s movement. The two stones together show that hope can arise even in times of great despair.

From the gap between the stones, visitors can see the Jefferson National Memorial, another symbol of freedom. Around the memorial winds a wall of granite. Quotations from many of Dr. King’s most inspiring speeches are inscribed in the stone.

Nature plays a role in the memorial, too. Every year, cherry trees planted at the memorial bloom near the anniversary of Dr. King’s death. Elm and myrtle trees also grow there. The sight and sound of flowing water give a feeling of peace. The new memorial is neither a museum nor a shrine. Instead, it is a beautiful living space and an honor to a great man.

GO ON →

Source #2: The National World War II Memorial

The National World War II Memorial stands on the National Mall in Washington, D.C. It recognizes the contributions all Americans made toward achieving victory in the war.

The first things you notice at the memorial are the 54 columns. There is one column for every state and territory in the United States at the time of World War II. These columns are linked with bronze ropes, showing how all Americans came together to support the war effort.

As you walk into the memorial, you can see the Rainbow Pool. This is a fountain with nozzles that create a perfect rainbow. The fountain was built before World War II and it was so beautiful that the architects refused to build over it. Instead, they built around it. You can admire the rainbows in the air and search the pool for reflections of the Capitol and the Washington Monument.

As you walk around the memorial, you will see brass plaques telling the story of World War II. Most plaques are based on photographs of the soldiers, workers, and medical staff who experienced the war. Some images show major battles, like Pearl Harbor and the Battle of the Bulge. Others show the home front. One shows Americans who gave money to the war effort. Another shows the women who worked in aircraft factories. Yet another shows the farmers who fed not just our troops but many British and Russian troops as well. These displays are divided by region. Those related to the war in Europe are on the north wall. Those related to the war in the Pacific are on the south wall.

The most solemn part of the memorial is the wall of stars. When you look at it, remember that each gold star represents about 100 Americans who gave their lives. Altogether, the 4,048 stars represent the more than 400,000 soldiers and civilians who were killed in the war.

If your relatives were involved in World War II, you may want to search the computerized Registry. This Registry lists all Americans who helped win the war. It includes people who lost their lives while overseas. It also includes workers and people who contributed money, food, or scrap metal to the war effort. You can look for your great-grandfather or great-grandmother! If you can't find them, you can let the memorial staff know so they can add the names to the database.

The memorial is not meant to be sad. It is a symbol of the strength of the American people when they all come together. It shows the choices and sacrifices made by the people of the United States to protect themselves and others.

Source #3: The Gateway Arch

The Gateway to the West, part of the Jefferson National Expansion Memorial, is a steel arch rising 630 feet over St. Louis. It honors not only Thomas Jefferson but also the westward expansion of the United States.

In 1803, President Jefferson bought the vast lands stretching from the Mississippi River to the Rocky Mountains from the French government. Then, Jefferson hired explorers Meriwether Lewis and William Clark to map the new territories. Lewis and Clark found huge plains, forests, and mountain ranges. As a result, eastern residents and new immigrants were able to travel to the West for better lives. These Americans became farmers on the plains, lumberjacks in the forests, and miners in the mountains.

The Gateway Arch represents Jefferson's effect on the United States. Because Jefferson opened the doors to the West, the arch is meant to look like a giant open gate. The size of it shows that all are welcome to come through St. Louis on the way to a better life.

Constructing the arch was difficult. The construction manager claimed that building the arch was harder than building a tower of the same height. This was because neither side of the arch supported the other until it was finished. Instead, support structures were built to prevent the two sides from falling toward each other.

When laying out the site, the engineers had to be especially careful. It was believed that the arch would fall if either side were even $1/64^{\text{th}}$ of an inch off center. The lowest sections of the arch were measured over and over to make sure they were in just the right spots.

To make matters worse, no cranes were tall enough to lift the heavy metal pieces of the arch into place. Instead, the arch was built with tracks on the outside. Large elevators, called "crawlers," moved along these tracks, carrying the new pieces higher and higher. Once the new pieces were in place, workers extended the tracks so the crawlers could move even higher.

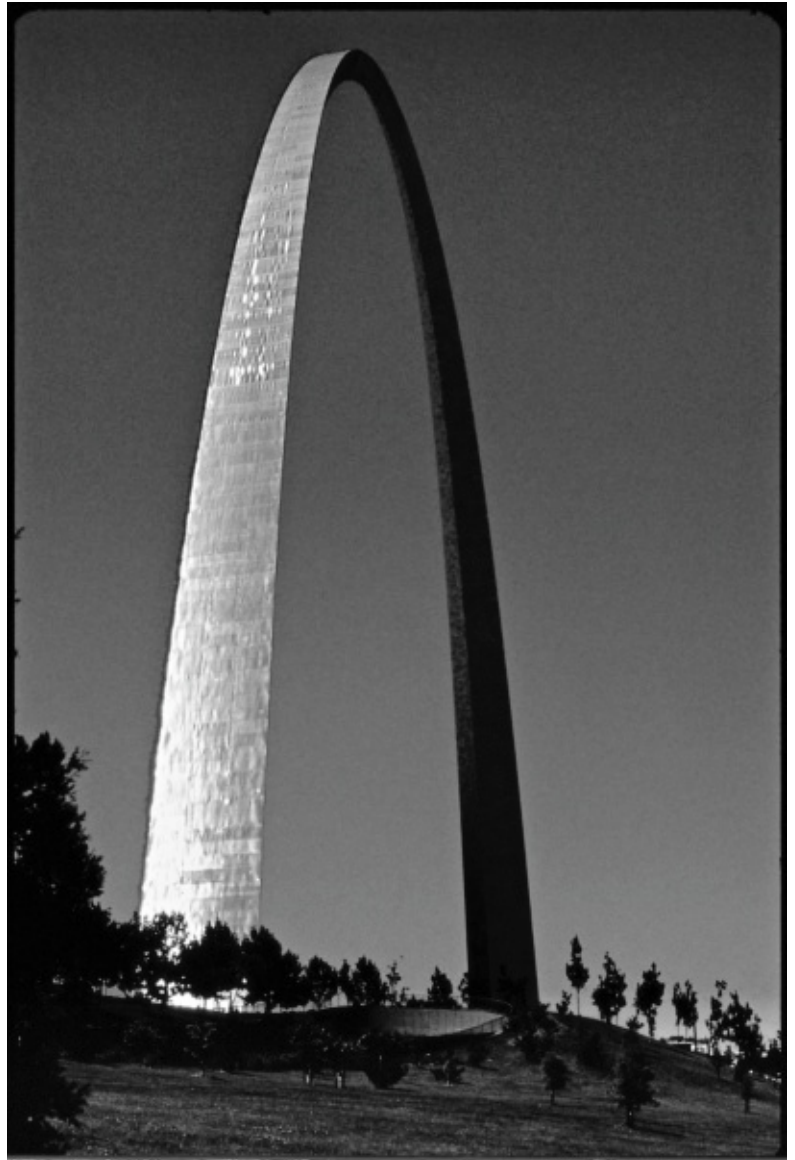
Today, visitors to the site can take elevators on the same tracks used by the crawlers. The elevators go to the very top of the arch. From this point, visitors can look west at the city of St. Louis. Beyond the city, they can see beautiful countryside. Looking east, they can see the Mississippi River. On a clear day, they can see for miles in both directions. Sadly, the observation deck windows are quite small. The pressure caused by the two halves of the arch pushing against each would shatter larger windows.

GO ON →

While at the top, visitors might be scared by a slight sway. The arch moves a couple of inches back and forth in high winds. There is no need to worry, though. The arch is designed to sway slightly to take pressure off the structure. The swaying is perfectly safe and adds a little excitement to the visit.

In addition to the slight sway, the designers also used other methods to protect the arch. The tracks and viewing platform are electrically insulated so that lightning cannot hurt the people inside. Each leg is also stuck in 26,000 tons of concrete so that it won't blow over.

The arch now stands as a reminder of the time before the West was won. Thanks to Jefferson and Americans' hard-working spirit, we not only have the West but a beautiful monument to mark it.



- 1 Match each source to its main topic. There will be **one** topic for **each** source.

	Source #1: The Martin Luther King, Jr. Memorial	Source #2: The National World War II Memorial	Source #3: The Gateway Arch
historical background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
construction techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visitor experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Each source includes a physical description of a monument. How do these descriptions help you understand what the monuments represent? Use examples from all **three** sources to support your explanation. For each example, include the source title or number.

GO ON →

3 Explain how these three different types of monuments inspire the people who visit them. Use **one** detail from **each** source to support your explanation. Be sure to give the source number or title for each detail.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article for the class website. First read your assignment and the information about how your informational article will be scored. Then begin your work.

Your Assignment:

Your class is writing papers about how monuments inspire emotion. For your part, you will compare or contrast the Gateway Arch, the Martin Luther King, Jr. Memorial, and the National World War II Memorial. Your article will be read by other students and by your teacher.

Using information from the three sources, develop a main idea comparing or contrasting how these monuments inspire emotions. Choose the most important information from more than one source to support your main idea. Then, write an informational article several paragraphs long. Clearly organize your article and support your main idea with details from the sources.

Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea
- is well organized and stays on topic
- has an introduction and conclusion
- uses transitions
- uses supporting facts and details from the sources
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the title or number of the source for the facts and details you included
- develops ideas clearly
- uses clear language
- follows the rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your informational article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your informational article. Write your response on a separate sheet of paper.

GO ON →

Opinion Performance Task

Task:

Your class has been learning about how mosquitoes spread malaria and other diseases. Now, your class is going to write opinion articles, which will be published in the school newspaper, about the best way to contribute to the fight against malaria.

Before you write about the best way to help fight malaria, you do some research. As part of your research, you have found the following three sources that discuss how mosquitoes spread disease, how to treat malaria, and how countries try to beat malaria. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gather the information you will need to answer the questions and write your opinion article for the school newspaper.

In Part 2, you will write an opinion article using details from the three sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also your answers will help you think about the information you have read, which should help you write your opinion article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

Source #1: The War Against Malaria

Malaria is a disease that is carried by mosquitoes. The symptoms include fever, headache, and chills. If the disease is not treated, it can be deadly, especially in people who are very young or very old. People all over the world want to help end this dangerous disease. The most effective way to fight malaria is to distribute nets that protect people from mosquitoes.

Where and When Is Malaria Common?

Malaria is common in many parts of Africa. It is also a problem in certain parts of South Asia, the Middle East, and Latin America. In 2010, 225 million cases of this disease were reported around the world. The good news is that, in some countries, malaria has been eliminated. For example, Morocco in northwestern Africa is now free of this disease.

Because malaria is carried by mosquitoes, and because mosquitoes breed in water, malaria is more common during the rainy season. Also, most malaria-carrying mosquitoes bite at night, so that is the time when people need to protect themselves.

How Can Malaria Be Fought?

Malaria can be fought in a number of ways. Some people believe that developing a malaria vaccine is the best way. A vaccine is a type of medicine that prevents a person from getting a disease. Today, there is no workable vaccine against malaria. However, several organizations are currently studying possible vaccines. Vaccines have helped control other diseases, such as polio and measles. Someday soon there may be a safe vaccine to prevent malaria, too. But the world needs ways to fight against malaria in the meantime.

For those who become ill with malaria, there is treatment. Individuals who show symptoms, or signs, of the disease are first given a test. The test provides results very quickly. If the person actually has malaria, he or she is treated with a group of medicines called ACT.

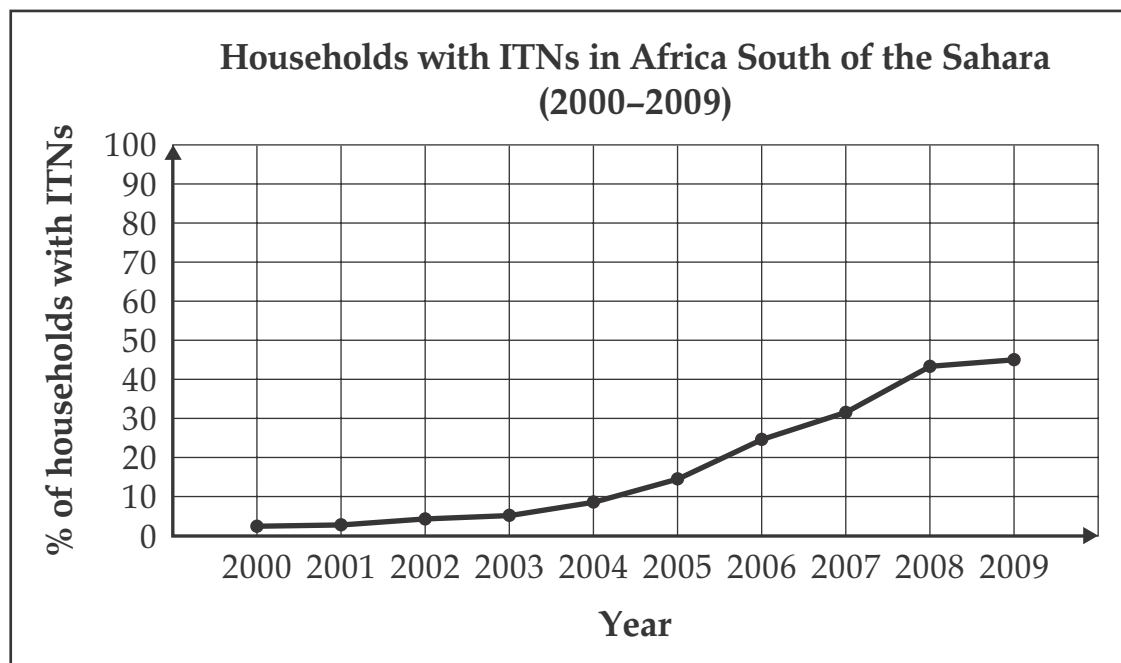
The best way to fight malaria is to keep people from getting sick in the first place. One approach is to spray insect-killing chemicals, or insecticides, in houses. An even better method is for people to sleep under an insecticide-treated mosquito net, or ITN. A chemical that kills mosquitoes is applied to this kind of tent. The people sleeping under ITNs are safe from mosquito bites. ITNs are currently the best way to fight malaria. They are a simple, inexpensive way to prevent malaria in the first place.

GO ON →

Malaria Fighters

The United Nations has been fighting malaria for years. Today, governments and charities all over the world are distributing ITNs to people in need. They are helping people protect themselves from mosquito bites so they do not become sick.

One day doctors may develop a vaccine to prevent malaria, but that could be years away. In the meantime, people can best fight the disease by donating an ITN to people at risk of getting malaria. The nets do not cost much, and they can make a big difference by saving lives.



Source #2: A Malaria-Free World

Malaria used to be a worldwide problem. In 1945, the disease was prevalent around the globe, except in northern countries like Norway, Sweden, and Iceland. Today, malaria has been wiped out in North America, Europe, and Australia. However, it still rages in some areas of Africa, China, the Middle East, and Latin America.

The ideal, of course, is to destroy the disease completely, but many countries do not have the resources to win that long, difficult, expensive battle. The best they can do is to control the disease.

To control malaria, nations work to prevent most cases of the illness. Strategies include using bed nets, decreasing mosquito populations, and effectively treating those with the disease. When malaria is controlled, fewer people die of the disease. There are other benefits as well. Fewer adults miss work because of illness, and fewer children are kept out of school. As a result, these countries fare better socially and economically.

However, many countries strive to wipe out malaria completely. This is considered to have happened when less than one percent of a country's population is infected. Getting rid of malaria means treating all cases—even mild ones—with great dedication. Not only are the sick people treated, but their families and neighbors are tested for malaria. Some people may carry the disease but may not show any symptoms or feel ill. Regardless, they must take a series of drugs to clear their bodies of malaria.

There are complications to this process, though. The most common malaria strain in these countries is called *Plasmodium vivax*. This strain of parasite can live inactive in the liver for years. It is more difficult to detect this inactive form of malaria. Also, the drug used to treat it can be fatal in some cases. A safer solution is to space the drug dosages out over two weeks. However, some people object to taking the medicine in the first place because they do not feel sick. Without cooperation from its citizens, a country cannot effectively beat malaria.

Even when a country becomes malaria-free, it must still keep watch for new cases. People visiting from other countries may bring malaria with them. Thus, countries must always keep control measures in place to prevent an outbreak of the disease.

GO ON →

Despite these problems, countries like to say that they have beaten malaria. Tourism often flourishes in malaria-free countries, in contrast to those still struggling with the disease.

Some scientists believe that malaria can one day be completely wiped out across the globe. But until then, countries have to look at the situation realistically. While they may wish to destroy malaria quickly, they must understand that the process is unfortunately not so simple.

Source #3: Mosquitoes

It's a scenario most people are familiar with. On a warm summer evening, as everyone is enjoying the outdoors, a pesky mosquito lands on a bare arm or leg. Its needlelike mouth pierces the skin. Then the mosquito flies away—or gets swatted by an annoyed human—leaving a raised, itchy bump on the skin.

Mosquito bites are annoying but mostly harmless, right? For most people in the United States, this is the reality. But in some other areas of the world, mosquitoes carry more risk than a temporary itchy bump. In fact, they are known to carry and spread diseases such as yellow fever, malaria, and West Nile virus.

Little Fly

Mosquitoes get their name from the Spanish for “little fly.” The term is appropriate because they are part of the fly family. Generally, it is the female mosquito that sucks the blood of other creatures with her mouth. And humans aren't the only target. Mosquitoes also suck the blood of other mammals, birds, reptiles, and amphibians. Even some fish are not safe from mosquito bites!

It is hard to avoid mosquitoes. At least some species of mosquitoes are present on every continent except Antarctica. Some extremely cold islands like Iceland also have no mosquitoes. In temperate zones, mosquitoes mostly appear in the humid summer months. They hibernate during the winter. However, tropical areas may have mosquitoes 365 days of the year.

Feeding Habits

The mouths of mosquitoes are shaped like a skinny tube, perfect for piercing the skin and sucking blood. However, these mouths are also useful for drinking sugary substances like honeydew and nectar. Male mosquitoes drink only these sweet fluids. Females, on the other hand, have their choice of blood or sugar. Sugar gives them energy, while blood gives them the protein needed to produce eggs.

Vectors of Disease

Some species of mosquitoes are known as *vectors of disease*, which means they carry and pass on diseases to other creatures. Each year, mosquitoes spread diseases to millions of people in Africa, Russia, Asia, South America, and Central America.

Health organizations constantly work to prevent these diseases from spreading. Their strategies include decreasing mosquito populations, developing vaccines and medications, and passing out sleeping nets. Because mosquitoes gather around stagnant water, people can get rid of mosquitoes by removing these habitats. People can also combat mosquitoes by introducing dragonflies and certain types of fish into the environment. These animals are natural predators of the mosquito.

GO ON →

Mosquito nets are particularly effective at protecting people from mosquito bites in regions where the risk of disease is high. The nets are treated with an insecticide that kills mosquitoes. People drape these nets over their beds to protect themselves while they sleep.

Mosquito bites are a minor bother to some people, and a serious health risk to others. Until doctors can develop effective treatments for diseases caused by mosquitoes, controlling mosquito populations will remain a major struggle.

1 Draw a line between each source and the idea it supports.

Source #1: The War Against Malaria

Destroying malaria is a complicated and costly struggle.

Source #2: A Malaria-Free World

Mosquitoes exist all over the world except for some very cold regions.

Source #3: Mosquitoes

People most need to protect themselves from malaria during the rainy season.

2 The sources discuss how malaria is spread and fought. Explain what the sources say about fighting malaria. Use **one** detail from each source to support your explanation. For each detail, include the source title or number.

GO ON →

- 3** Source #1 includes a graph. Explain how this graph would be helpful if it were added to Source #2. Give **two** details from Source #2 to support your explanation.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your opinion article. First read your assignment and the information about how your opinion article will be scored. Then begin your work.

Your Assignment:

Your class is writing opinion articles about fighting malaria for the school newspaper. For your article, you will write an argument that is several paragraphs long about whether it is better to donate money for ITNs or for malaria vaccine research.

Your opinion article will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your article. In your article, describe how ITNs and vaccines would help people at risk of getting malaria. When writing your opinion article, find ways to use information and details from the sources to strengthen your argument.

REMEMBER: A well-written opinion article

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details or facts from multiple sources to support your opinion
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the name or number of the source for the details or facts you included
- develops ideas clearly
- uses clear language
- follows the rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your opinion article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your opinion article. Write your response on a separate sheet of paper.

GO ON →

Narrative Performance Task				
Question	Answer	CCSS	Complexity	Score
1	A, D	RI.5.1, RI.5.7, RI.5.9 W.5.2, W.5.3a-e, W.5.4, W.5.7, W.5.8 L.5.1, L.5.2	DOK 2	/1
2	see below		DOK 3	/2
3	see below		DOK 3	/2
Narrative Story	see below		DOK 4	/4 [P/O] /4 [D/E] /2 [C]
Total Score				/15

- 2** **2-point response:** Source #1 tells about connecting people with nature and describes several programs that help students become comfortable in the wilderness. Source #2 discusses creative ways to bring nature to the city in the form of growing food. One example it uses is a rooftop vegetable farm in New York City. It also points out that “many city neighborhoods are taking advantage of shared spaces with community gardens.” This helps the reader understand how people can connect with nature without leaving the city.
- 3** **2-point response:** Sometimes people who live in cities want fresh, natural food. This can be a challenge. Source #2 describes creative solutions that city people have found. They have made gardens and even whole farms on the roofs of buildings because space is limited. Sometimes people must be creative about finding food for other reasons. Source #3 describes what people need to know to survive in the wilderness. For example, it suggests boiling worms and slugs to make a stew. It also explains that following animal tracks can help a person find water.

10-point anchor paper: “I am so excited to go on my first camping trip,” Natalie thought as the bus pulled away from her elementary school. Living in Denver, she had always seen mountains, but now she was going to do more than just see them.

“Natalie, you look like you’re about to explode!” Madge said. Natalie smiled. Madge had been her friend since second grade.

Natalie took a deep breath and exclaimed, “I am! And the only person I would ever want with me when I leave the city for the first time is my best friend!”

Madge smiled and gave Natalie a hug. The next few hours whizzed by, until the bus finally came to a stop in a parking lot near a campsite.

Mrs. Chandler, Natalie’s science teacher, stood in the front of the bus and gave directions. The only thing Natalie heard was, “Okay, everybody off the bus.”

Madge and Natalie grabbed their bags from the storage space beneath the bus and scouted out their space in paradise. “I like this spot,” Madge said. “What do you think?”

Without really looking, Natalie quickly responded, “Looks great. Let’s go explore now.”

“But we have to set up our tent first,” Madge said, pointing to the small blue sack that lay on the ground. “We should do that first and then we can explore to our heart’s content.”

Natalie frowned, “But I have watched soooo many survival shows, and they always explore their surroundings first before setting up a tent. Let’s just take a few minutes, please,” Natalie begged.

“Oh, all right.” Madge barely had time to grab her water bottle before Natalie had whisked her off on their adventure. They had been walking about 15 minutes when they started to hear running water.

“Do you hear that?” Natalie whispered. “Let’s follow the sound.” Both girls were now caught up in the excitement of the trip, so Madge quickly agreed.

There was so much to look at and hear. Natalie loved it. She thought about her last class trip to see a rooftop farm in Denver. It was interesting and gave her an idea about what farming was like, but it was nothing like being out here in the wilderness of the Rocky Mountains. There was no traffic noise or smell here like on the rooftop, Natalie thought, just the smell of fresh air and the sound of branches.

Cracking branches.

Natalie stopped short.

It took Madge a few seconds to realize she was walking by herself. “Why did you stop?”

“SHHHHHH!”

“Why are you shushing me?”

“Get over here!” Natalie whispered urgently. “Did you hear that?” She grabbed her friend’s arm.

“Hear what?”

Crack. Snap.

Both girls looked at each other. “What-what is that?”

“I don’t know. You’re the one who was supposed to have watched all those survival shows.”

The noise was getting louder and closer. In another instant, Natalie yelled, “RUN!”

Both girls took off running blindly through the trees. After a while, Natalie turned her head to look backward while she was running. Before she could turn back frontward, her head smacked into a low tree branch. The force knocked her off her feet, and everything went black.

Several hours passed before Natalie woke up lying on the forest floor. She took off her glasses and looked around. Where was Madge? Was it a bear she had heard? Did it get Madge? One question finally blocked out all the others: “Where am I?”

Panic rose in Natalie’s throat as she scanned the forest for something familiar. Nothing. The water, she thought. She held her breath when she realized she could not hear the water anymore. She hugged her knees and buried her face in her arms. She was lost.

After a few panicked tears, Natalie gathered her thoughts. To survive, she needed water. She felt along her belt and then realized it was Madge who had grabbed the water bottle, not her.

“I have to find water,” she said, and pulled herself to her feet. “Animal tracks,” she remembered. “I have to find animal tracks. They always know where to find water.” She looked around for animal tracks. After a few minutes, she saw a deer trail and followed it. She hoped it was leading toward water and not away from it. Natalie walked for what seemed like forever when she finally heard flowing water.

She reached the edge of a creek and was about to take a drink of water when she remembered she should boil the water for safety. But how? She almost started running, but the throbbing of her head told her walking was a safer choice.

Her glasses. She could use her glasses to start a fire, but she would have to start soon. She had to get wood before the sun set.

She had gathered more wood than she could carry when she saw something that made her jump for joy—dandelions. At that moment, she realized how hungry she felt. She reached down and picked the plants, ate a few yellow blossoms, and put the rest in her pocket.

She smiled as she stacked her branches and dry grass to start her fire. She used the lens of her glasses to focus the sun on a piece of tissue she found in her pocket. She held the lens and waited, but nothing happened. She looked at the sky and her heart sank. It would be dark soon. She had no fire, no water, and no shelter. She leaned back against a tree and closed her eyes. What was she going to do now? She ate a few more dandelion blossoms and decided she had to find shelter. She stood, brushed off her pants, took a few steps, and stopped.

What was that? Her heart beat faster. Voices! She relaxed as Madge and Mrs. Chandler approached from the other side of the tree.

Informational Performance Task				
Question	Answer	CCSS	Complexity	Score
1	see below	RI.5.1, RI.5.7, RI.5.9 W.5.2a-e, W.5.4, W.5.7, W.5.8, W.5.9b L.5.1, L.5.2	DOK 2	/1
2	see below		DOK 3	/2
3	see below		DOK 3	/2
Informational Article	see below		DOK 4	/4 [P/O] /4 [E/E] /2 [C]
Total Score				/15

- 1 Students should match the following:
 - Source #1: The Martin Luther King, Jr. Memorial – historical background
 - Source #2: The National World War II Memorial – visitor experience
 - Source #3: The Gateway Arch – construction techniques
- 2 **2-point response:** Source #1 describes how the monument represents the persistence and cooperation needed to overcome life’s challenges. The monument includes a sculpture of a determined-looking Dr. King coming out of the Stone of Hope, which was cut from a larger stone that represents the Mountain of Despair. The description of the World War II Memorial in Source #2 illustrates how fountain, plaques, and columns all work together to tell the story of the war and the people it affected. In Source #3, the challenges involved in building the Gateway Arch were great, and so were the challenges faced by the people who passed through St. Louis, the Gateway to the West, on their way to a better life.
- 3 **2-point response:** Source #1 explains that the King memorial is a place of hope and inspiration, a physical reminder that “hope can arise in times of great despair.” Source #2 points out that the memorial is not supposed to be sad; it is a place where visitors can learn about different aspects of World War II and reflect on the contributions made by so many people working together even while doing different jobs in different places. In Source #3, the “giant open gate” that forms the Gateway Arch can make visitors feel proud of hard-working American spirit that helped the country grow.

10-point anchor paper: People who design monuments to great people and events try hard to inspire emotions. They do this so that visitors to the monuments will feel a stronger connection to their subjects. Sometimes the emotions come from the monument itself, and sometimes they come from the surroundings. Three good examples are the Gateway Arch in St. Louis and the Martin Luther King, Jr. Memorial and National World War II Memorial in Washington, D.C.

The Gateway Arch is affected by geography. It frames St. Louis and the distant plains like a gate. This helps visitors feel what the pioneers heading to the West must have felt in the 1800s. According to Source #3, it also has a viewing platform at the top, with windows looking both east and west. These windows let visitors see where the pioneers came from and where they were going. Because the windows are so high, visitors can also feel wonder at how large and open the lands west of the Mississippi River are. Both the appearance of the arch from the outside and the view from the inside use the surroundings to help viewers feel that the West was grand and exciting.

The Martin Luther King, Jr. Memorial is much smaller, but it relies on its surroundings even more. Source #1 explains that the memorial is a symbol of freedom, change, and hope. It notes that a gap in the Mountain of Despair in the King Memorial is positioned to give a view of the Jefferson Memorial, another famous symbol of freedom, change, and hope. The source also mentions the importance of nature to the King Memorial. The memorial is not walled in. Instead, it is the focal point of a park, strengthening the feeling of freedom. The nearby trees and beautiful wide-open space inspire feelings of peace and may be like the “promised land” that Dr. King wanted in life. The cherry trees that bloom near the anniversary of Dr. King’s death inspire hope for a new beginning. By using the surroundings, the designers created a monument that is very effective at inspiring hope, freedom, and peace.

The National World War II Memorial is less open than the others. Two walls separate the monument from the rest of the National Mall. This makes visitors focus more on the monument and less on the surroundings. However, the designers used the Rainbow Pool, which is an older feature that was already on the site. The Rainbow Pool adds beauty and peace, making the mood less solemn. In Source #2, the writer states that a visitor can see reflections of the Washington Monument and the Capitol in the pool. This enables people see America standing tall, despite the sacrifices, and helps them feel thankful.

All three monuments use their environment to inspire emotion. The Gateway Arch shows off the wide spaces of Missouri, the Martin Luther King, Jr. Memorial uses the surrounding trees and the Jefferson Memorial to inspire hope, and the National World War II Memorial uses the reflections of other monuments to inspire thankfulness. This shows that the emotions inspired by monuments result not only from how the structures look but also from how they fit into the landscape.

Opinion Performance Task				
Question	Answer	CCSS	Complexity	Score
1	see below	RI.5.1, RI.5.7, RI.5.9 W.5.1a-d, W.5.2, W.5.4, W.5.7, W.5.8 L.5.1, L.5.2	DOK 2	/1
2	see below		DOK 3	/2
3	see below		DOK 4	/2
Opinion Article	see below		DOK 4	/4 [P/O] /4 [E/E] /2 [C]
Total Score				/15

- 1 Students should match the following:
 - Source #1: The War Against Malaria – People most need to protect themselves from malaria during the rainy season.
 - Source #2: A Malaria-Free World – Destroying malaria is a complicated and costly struggle.
 - Source #3: Mosquitoes – Mosquitoes exist all over the world except for some very cold regions.
- 2 **2-point response:** According to Source #1, doctors are trying to make a malaria vaccine, but in the meantime there are medicines called ACT and insecticide-treated mosquito nets (ITNs). Source #2 says that countries try to wipe out malaria by testing the friends and family of those infected for malaria and treating people with medicine even if they don't feel sick. Source #3 says that decreasing mosquito populations can decrease malaria. People can remove stagnant water and introduce predators to the environment to do this.
- 3 **2-point response:** According to Source #2, parts of Africa have a high risk of malaria. This source also describes how many countries try to prevent the disease, including using bed nets (ITNs) to prevent mosquitoes from biting. By preventing the disease, fewer adults and children miss work or school. The graph from Source #1 supports the information in Source #2 because it shows that the percentage of southern African households with ITNs increased to almost 50% from 2000 to 2009. It gives readers a quick and easy way to see how efficient this method of prevention can be.

10-point anchor paper: Malaria is a serious disease that affects millions of people around the world. The disease can be deadly if not treated. Fortunately, there are ways to avoid getting the disease. Because malaria is spread by mosquitoes, people can avoid malaria by sleeping under insecticide-treated mosquito nets, or ITNs. The best way to join the fight against malaria is to donate ITNs to countries where malaria is a problem.

According to Source #1 and Source #2, malaria is a serious problem in parts of Africa, Latin America, South Asia, and the Middle East. In 2010, according to Source #1, there were 225 million cases of malaria around the world. Health organizations are working to create a vaccine for malaria, but so far none have been successful. Donating money to vaccine research would be a good cause to help people in the future, but people need help to stop the spread of malaria right now.

Source #3 explains that mosquitoes pass on malaria to other people and animals. It also says that nets treated with insecticide are very effective at protecting people from mosquitoes. People sleep under the nets because mosquitoes are most active in the evenings and at night. According to Source #1, ITNs are “a simple, inexpensive way to prevent malaria in the first place.”

Because ITNs are a simple and inexpensive solution, it is easy to convince more people to donate to the cause. Just by sleeping under a net, men, women, and children can avoid getting mosquito bites and getting sick. They won’t have to miss school or work, and they won’t have to take a series of medicines to treat malaria. The best way to fight malaria is to keep people from getting it at all. Donating ITNs is the best way to make that happen and to save lives.