

## Activity 1: Case Study: Revising a Common Core-Aligned Unit of Study

### Grade 5 Literacy in Science: Ecosystems Annotated Student Work

#### Student C Final Task 3 - Essay

People like us are harming animals like manatees and tigers. We need to stop our harmful actions and start conserving to save them. Tigers have been poached and have been hunted because they thought tigers weren't that important. Tigers are important. Tigers are an important part of the food web. They protect other organisms when in need of help.

**Comment [L102]:** The writer states a topic. Introductory paragraph lacks general observation and focus. (W.5.2a)

**Comment [L103]:** Attempts to use precise language (W.5.2d)

**Comment [L104]:** Writing is repetitive (W.5.2d)

**Comment [L105]:** Uses domain-specific vocabulary - food web (W.5.2d)

These tigers are nearly extinct. Now there are only 1,000 tigers in the world since Caspian, Javan, and the Bali tiger have died off. They represent beauty, luck, charm, and power which proves that they are that important. They are illegally poached and hunted which I have said before. They are a big and important part of the food web and protect other organisms which I have said before.

**Comment [L106]:** Cites precise language - illegally poached. (W.5.2d)

**Comment [L107]:** Details mostly support the topic. (W.5.2b)

**Comment [L108]:** Uses a transitional phrase however, it does not link ideas and reasons. (W.5.2c)

**Comment [L109]:** Makes an inaccurate connection between the sentences. (W.5.2c)

The population of manatees is dropping from the change of habitat, pollution, and powerboat. One, since now all they have is small space. Two, now there trash in the water the manatees live in and they are mistaking the trash for food. Three, the powerboats people drive and they get tangled with they instantly die.

**Comment [L110]:** Domain-specific vocabulary - habitat, pollution (W.5.2d)

**Comment [L111]:** Attempts to use domain-specific vocabulary to inform about the topic. (W.5.2d)

**Comment [L112]:** General statement (W.5.2b)

These animals are important because they protect organism and their families. In conclusion they are important.

**Comment [L113]:** Attempts to use a transition word - in conclusion (W.5.2c)

**Comment [L114]:** Ends the essay without a sense of closure. (W.5.2e)

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#### Student C Scoring Guide

**Summary Overall Level 2 – This student work sample provides an example of a score point 2 for Writing Standard 5.2 and Reading Standard 5.9.**

Criterion and Score Point	Evidence
<p><b>Standard 5.W.2a</b> 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. Score Point 2</p>	<p>The student clearly states/introduces the topic yet only refers to tigers. The body of the essay is somewhat cohesively grouped. The essay includes ideas, reasons, facts and/or details that form somewhat cohesive paragraphs.</p>
<p><b>Standard 5.W.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other examples related to the topic. Score Point 2</p>	<p>The essay is minimally developed. The student does not elaborate on any of the ideas that he introduces within the essay. He states that tigers are an important part of the food web, yet he does not explain why.</p>
<p><b>Standard 5.W.2c</b> Link ideas within and across categories of information using words, phrases, and clauses. Score Point 2</p>	<p>The student does not link the idea of manatees with tigers at any point in his essay. The student uses the same phrase in every instance and sometimes not appropriately. The student states “which I have said before” twice in the second paragraph.</p>
<p><b>Standard 5.W.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. Score Point 2</p>	<p>There is an attempt to use precise and domain-specific vocabulary. The student mentions the word poached but does not expand to help inform about the topic. Student used the word “important” repeatedly.</p>
<p><b>Standard 5.W.2e</b> Provide a concluding statement or section related to the information or explanation presented. Score Point 1</p>	<p>The essay ends without a sense of closure when the student states “These animals are important because they protect organisms and their families. In conclusion, they are important.” Conclusion is unrelated to topic.</p>
<p><b>Integrating Standard 5.RI.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Score point 2</p>	<p>The student minimally integrates information from several sources. Facts, details, and information from the sources are minimally developed. The student lists facts without explaining their connection to the topic.</p>

**Summary of student work** – Student C is approaching Writing standard W.5.2. The student stated a topic, and the writing was somewhat focused, though minimally developed. The student included relevant and irrelevant details to support and develop the topic and attempted to include information from both texts (Standard 5.RI.9). The student attempts to use transition words and domain-specific vocabulary to connect ideas and inform the topic.

**Next steps for instruction** – Help student C elaborate and strengthen his or her writing. Possible strategies include using highlighters to identify relevant details in a text, and using mentor texts to model transition words, introductions, and conclusions.