

Grade 5 Second Prompt

Expository Writing an Essay Answer

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
 - a. Frame questions that develop the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.

Writing Situation

Plants are an important part of our daily life. We rely on plants for our survival. Plants are studied for ways we can use them to make our lives better. Many people are interested in the way plants live, what their plant systems do, and how they can adapt to changing environments. (Allow an opportunity for discussion.)

Directions for Writing

Think about the plants that you have studied or observed. Choose only one plant for your essay topic. Explain this plant's systems and their functions. Describe ways the plant can be used and how it might adapt to a change in its environment. Write a one-page essay answer that can be shared with your class.

Writing and Convention Standards

For this task, students will write an essay answer that:

- a. establishes a controlling idea or topic.
- b. develops using facts, details, examples, and explanations.
- c. organizes the material in paragraphs, each developing a new, related point.
- d. uses compound or complex sentences.
- e. contains adequate properly-used terminology for the topic.
- f. demonstrates grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources:

Reading/Language Arts Framework for California Public Schools, p 131

Writers Express: Lesson Plans and Assessments, pp. 38 – 34

Writers Express: Handbook, pp. 130 – 131

Writers Express: Program Guide, pp.68 – 69

Grade 5 Second Prompt Rubric

Expository Writing an Essay Answer

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that establishes a controlling idea or topic.▪ Is a multi-paragraph composition with an introduction, supporting details that develop the topic with simple facts, examples, and explanations, and a concluding paragraph that summarizes important ideas and details.▪ Contains effective transitions and conjunctions to connect ideas.▪ Has complete, coherent sentences that use a variety of patterns and lengths.▪ Contains precise, properly-used terminology for the topic.▪ Has effectiveness and variety of word choice.▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has fluid, legible handwriting.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence and may establish a controlling idea or topic.▪ Is a multi-paragraph composition with an introduction, some details that develop the topic with simple facts, examples, and explanations, and a conclusion.▪ Contains transitions and conjunctions to connect ideas.▪ Has mainly complete sentences that use more than one pattern.▪ Contains properly-used terminology for the topic.▪ Has variety in word choice.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible handwriting.
2	<ul style="list-style-type: none">▪ Attempts to respond to the prompt.▪ May lack organization. (May provide information in a list.)▪ May lack proper paragraphing and/or details.▪ May contain few transitions and conjunctions to connect ideas.▪ May have incomplete or incoherent sentences that may use only one pattern.▪ May lack proper terminology for the topic.▪ May have little or no variety in word choice.▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation; contains some errors that do not interfere with understanding the writing.▪ Has handwriting that is difficult to read with errors that may interfere with meaning.

1	<ul style="list-style-type: none">▪ May not respond to the prompt. (May be off topic.)▪ Lacks organization.▪ Lacks paragraphs and/or does not include details.▪ Contains no transitions and conjunctions to connect ideas.▪ Has mainly incomplete or incoherent sentences.▪ Lacks proper terminology for the topic.▪ Contains mainly basic sight words with no descriptive language.▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation, that interfere with understanding the writing.▪ Handwriting may be mostly illegible.
BP	<ul style="list-style-type: none">▪ Blank Paper

Grade 5

Second Prompt – Student Page

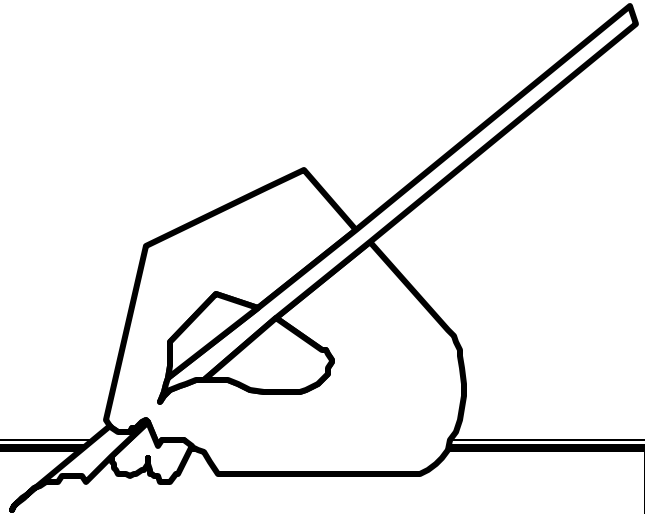
Expository Writing an Essay Answer

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- d. uses compound or complex sentences.
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- f. demonstrates grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Fully addresses the prompt.
- b. Is a multi-paragraph composition with an introduction and supporting details.
- c. Has grade-level appropriate grammar.
- d. Has fluid, legible cursive handwriting.
- e. Contains precise, properly-used terminology.
- f. Lacks a strong conclusion.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the correct usage of: "for I" and "so I".
- b. Modeling for the student how to develop an effective introduction and conclusion.

Teacher Notes:

! "Plants" !

The plant I have chosen is the sunflower, because of its color and how it looks. The sunflower has 3 main parts, the stems, roots, and leaves, it also takes in water and minerals, too. The sunflower has leaves that are big and wide. As the sun shines on the leaves they take in light, they also take in gas from the air and materials from the ground. Now the leaves can make food. The sunflower stems carry water and minerals from the roots up into the plant. The sunflower has many seeds that fill the center of this big yellow sunflower.

The sunflower has about 3 uses. To buy or sell the plant, to make your garden look good, and for you can breathe better. The sunflower looks good about any where in your garden.

The sunflower can adapt just about any where from your garden to in the crack of a sidewalk. The sunflower should be in a big enough place for it to grow.

The sunflower would grow better in a garden than a pot because the sunflowers roots need alot more room to grow because they grow so big. If you took a sunflower from a pot you should take it from the bottom instead of the top because you could damage the sunflowers roots.

The End

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Fully addresses the prompt.
- b. Establishes a controlling idea/topic.
- c. Organizes materials in paragraphs.
- d. Has proper punctuations.
- e. Uses details and examples according to the topic sentence.
- f. Has a concluding paragraph.
- g. Writing is legible but needs to write in cursive.
- h. Has errors in spelling that do not interfere with meaning.

Additional instructional steps for the writer's growth would include:

- a. Instructing the student on how to form contractions.
- b. Reviewing cursive handwriting.
- c. Instructing the student on the need for space after end marks.
- d. Teaching the student some techniques for proofreading.

Teacher Notes:

Trees

Trees get their food from water, air, and sunlight. The roots suck up water from the soil. Leaves get light from the sun and oxygen from the air around them. The tree sends the sun, air, and water to a middle area of the tree mixing the ingredients into food. The food is sent around the tree. The cells on leaves keep getting sunlight and air while the roots get H₂O. This process is repeated until the day is over, and at night the tree grows from the food. The tree does this day after day until it's the size it's going to be when it's the size it continues making food so it will stay alive for years.

Trees can be used to make lots of things. They can be used for shade, food, playing on, paper, pencils, money, firewood and so much more. You can go home look around and see the uses. Some of your favorite things are made of trees. If we didn't have trees we wouldn't have as many things as we do now.

Trees change to fit their environment. In spring trees blossom and bloom. In summer the leaves are nice and big to give us shade. Fall leaves dry and fall from the tree. Then winter they have no leaves. That's how they change.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Persuasive

Writing a Letter to the Editor

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Fully addresses the prompt.
- b. Has complete coherent sentences.
- c. Organizes the material into paragraphs.
- d. Contains long sentences and run-on sentences.
- e. Lacks a strong lead/introduction.

Additional instructional steps for the writer's growth would include:

- a. Instructing the student on the elements and structure of a complete sentence.
- b. Modeling how to develop compound and complex sentences.
- c. Demonstrating how to develop an effective introduction.

Teacher Notes:

Tangerine trees

The plant has roots, branches, trunk and leaves. All of these can help the plant to grow healthy. The roots can anchor the plant, absorb water, and store energy. Roots also can absorb nutrients and energy from the soil. Branches can hold up the fruit and leaves. When the leaves get energy from the sun the leaves send down energy from the leaves to the roots. The trunk holds all the nutrients, energy, and goods that the plant may collect. Leaves are like solar panels, they collect energy from the sun. All of these are like a main power source for the plant.

You can think of a lot of uses for the tangerine. People made up tangerine syrup, tangerine medicine, tangerine drink, tangerine shakes, tangerine pancakes, tangerine candy, tangerine mouth mints, and a whole lot more. People have tried to eat all kinds of tangerine things. Some people put tangerines in a blender and put it on open cuts to heal it because natural stuff can heal very well. Scientists have studied them for a very long time.

A tangerine tree can be transplanted easily but you have to be careful because once you get it planted in another place because it may look dead for a while but it's still alive. After you try to plant it in another place you have to be sure to water it very well. Adaptation is hard for a tangerine tree because it has to get use to it. When it gets used to the place it has been planted in it'll be just like being there for a long time.

When one of the tangerines falls and rots the goods from the fruit it fertilizes the tree to where the roots absorb the nutrients from the fruit and fertilizes the tree to where the tree stays healthy. A lot of times the seeds in the rotten fruit start a new tree and the same things happen to the new tree too.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to the prompt.
- b. Establishes a controlling idea.
- c. Contains few spelling and grammatical errors, i.e., uses there, their, and they're incorrectly.
- d. Uses supporting details.
- e. Lacks proper paragraph format.
- f. Lacks a strong lead/introduction with a thesis statement.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating how to develop an effective introduction with a thesis statement.
- b. Reviewing the correct way to indent a paragraph.
- c. Teaching the correct usage for there, their, and they're.

Teacher Notes:

March 14, 2001

One of the plants' system is a root. The root helps the plant stay on the ground and helps the plant absorb the food. Another plant system is the stem. The stem helps the plant stay straight and helps it carry the food to every part of the plant. The last plant system is the leaves. The leaves help absorb the sun's energy to the plants so that they could grow.

A sunflower could be useful for oxygen. Another reason why sunflowers could be useful is that it could give you seeds to eat or you could plant the seeds so that another sunflower could grow. Sunflowers grow bigger than a person. Sunflowers could give a lot of air because they're huge and they have a lot of leaves. Sunflowers are useful to people because their seeds could be sold.

Sunflowers could adapt to different environments by water and sun rays. Sunflowers could adapt in a rain forest because in the rain forest there's a lot of sun's heat. Sunflowers need the sun to grow healthy. Without the sun, the sunflower wouldn't grow in another environment. That's why they called them sunflowers. Sunflowers need a little bit of water for them to grow. If you give the sunflowers too much water, they will die. That's how sunflowers could adapt to different environments.

That's my favorite plant the sunflower.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to the prompt.
- b. Is organized in a logical sequence and establishes a controlling idea.
- c. Has mainly complete sentences.
- d. Includes a strong voice that is appropriate for the audience.
- e. Contains transitions to connect ideas.
- f. Needs a few more details in concluding paragraph.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to write sentences that include specific details.

Teacher Notes:

Three Leaf Clover

Have you ever noticed a three leaf clover out on your backyard? Well the first thing that came to your mind was "Leprechauns" but if you really think about it, there is lots to know about this plant. Like, did you know that this is a vascular plant? Vascular plants have tubes or stems. And did you know that its large leaves makes its food? Since this is a vascular plant, it has xylem and phloem. The tubes that

transport water and minerals are called xylem. The tubes that carry food are called phloem. My plant was green, so it had chlorophyll in it. Chlorophyll gives leaves their green color.

This plant is helpful. Since we breathe oxygen and exhale carbon dioxide and the plant breathes carbon dioxide and exhales oxygen, it helps us and we help it. →

In conclusion, it was very
fun writing about my plant, and I
hope you enjoyed this report on a
three leaf clover.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to the prompt.
- b. Contains properly used terminology.
- c. Has mainly complete sentences with one or two fragments.
- d. Has a concluding paragraph.
- e. Lacks variety in word choice.
- f. Lacks transitions and conjunctions to connect ideas.
- g. Contains errors in spelling and grammar that sometimes confuses the reader.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating how to improve word choice variety.
- b. Modeling for the student how to use transitions and conjunctions to connect ideas and create variety of sentence structure.
- c. Practicing correct spelling and grammar usage by completing DOL daily.

Teacher Notes:

I am writing about a Pea Plant. A Pea Plant is a Vascular plant. Vascular plants have tubes. The tubes help the plant grow larger than Non Vascular plants. The tubes help it grow by letting water pass to the leaves. A Non Vascular plants water has to pass from cell to cell.

Plants can be used by giving us more oxygen. Oxygen is air that we breathe in to our lungs, and release carbon dioxide. Plants do the opposite of people. Such as breathing in Carbon dioxide, and releasing oxygen.

Plants adapt to the environment by ~~Plants adapt by growing from the embryo.~~ ^{to} ~~to~~ a Pea Plant that starts maturing into a Pea Plant with flowers. The plant produces in pods. The pea is a fruit. That's what a vascular plant is.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Attempts to respond to the prompt.
- b. Has variety in word choice.
- c. Has legible writing with some errors in letter formation.
- d. Uses grade-level appropriate grammar, capitalization, and punctuation.
- e. Fails to link all paragraphs to the thesis.
- f. Lacks a conclusion.
- g. Lacks transitions and conjunctions to connect ideas.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the correct cursive formation of the letter "f".
- b. Modeling for the student how to use transitions and conjunctions to connect ideas.
- c. Teaching the student to write a thesis statement with supporting paragraphs that develop the topic.

Teacher Notes:

About my favorite flower, the Sunflower

I'm writing about a sunflower that I like a lot and that is fun to watch. My sunflower plant gets buds, and later we see they come from. Chlorophyll is something that makes all plants green. The parts of my flower is used to turn around to get sun light. The sunflower gets its water from its roots because I put water on the ground and when I stay to watch I hear a sucking sound and I look at the ground I saw a hole in the ground and the water went all through there.

Some plants grow flowers and some plants grow ~~fruit~~. All plants ~~such~~ take carbon dioxide and breathe out oxygen and then we get the oxygen. Some plants have a wooden stem and some have just a soft stem. Some plants when they grow they make another plant. There are some seeds small as dust particles and you can't even see them, and there are some as big as a coconut. Some plants grow in ecosystem and can't be taken out of their environment.

You have to be careful because all kinds of bugs get on the plant to eat

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Strays from the prompt.
- b. Lacks proper paragraphing.
- c. Has more than one sentence pattern.
- d. Lacks organization.
- e. Lacks consistent verb tense.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the directions for writing to be sure the student understands what to write.
- b. Modeling how to write a topic sentence with supporting details.
- c. Teaching the student the elements and structure of proper paragraphing.

Teacher Notes:

Trees

I like trees because they give us clean air and water. A year ago I help plant a Palm tree. We dug a 3 feet hole and then we got the tree and put it in. It was a pretty palm tree. I seen it in February and it grown about 2 feet when we got it and put it in the hole it was 6 feet tall. At least that's what the man said. I like trees because they help you breath easier. Trees also make good neighbors. They give you lots of shade. So you won't have to be all hot and sweaty. Trees fight climate change. They offset gases from your car and home. The reason trees clean our water is for the wildlife and fishes. They also do it for when you go boating. Animals also need trees for sheltering and nourishing wildlife.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Attempts to respond to prompt.
- b. Contains little variety in word choice.
- c. Uses one sentence pattern.
- d. Lacks proper terminology.
- e. Contains a weak concluding paragraph.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student the plant's systems and their function.
- b. Modeling a variety of ways to begin sentences.
- c. Demonstrating how to write an effective conclusion.

Teacher Notes:

I am writing about cactus. Cactus are very interesting. They could grow up to 50 feet. They are very tough. They live in the desert.

Cactus have roots like other plants. They have waxes. They store water and food. Cactus have systems like other plants. Cactus have stems that make starch and sugar. Stems hold cactus up.

We use cactus in many ways. We eat cactus for. can have them as decorations. They have juice. They have water.

Cactus adapt in many ways. They adapt by thorns. They have protection by the spines. They store water.

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Attempts to respond to the prompt.
- b. Shows knowledge of indentation of 1st paragraph.
- c. Contains mainly one sentence pattern.
- d. Has mainly incomplete and incoherent sentences.
- e. Little variety in word choice.
- f. Includes few facts, lacks proper terminology for the topic.

Additional instructional steps to support this writer:

- a. Instructing the student on the elements and structure of a complete sentence.
- b. Teaching some prewriting techniques and structures.

Teacher Notes:

Name a specific plant

Describe its parts.

roots-stem-branches-leaves-bud, petals

How your plant could adapt to environmental changes?

My Plant
My plant

is a sunflower because it looks like the sun and sunflowers have petals around the top and my stem is long and green and I have leaves on my stem my plant have a lot of roots on the bottom of my plant and I have no branches or bud on my plant my plant get his food from inside the ground the roots get the food and the food goes through the roots up the stem and into the plant because the plant needs food and water to live

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 1 anchor

Characteristics that make the paper a low 1:

- a. Shows knowledge of indentation of 1st sentence.
- b. Has frequent and numerous misspelled words that interfere with meaning.
- c. Contains numerous errors in grammar and capitalization.
- d. Lacks sentence structure.
- e. Needs more details and proper terminology.
- f. Needs paragraph organization.
- g. Has handwriting that is almost illegible.

Additional instructional steps for the writer's growth would include:

- a. Practicing proper handwriting.
- b. Teaching the student the plant's systems and their function.
- c. Conferencing with the student to discover details about the plant's systems and their function and then showing how to include those details in his/her writing.

Teacher Notes:

Apples

Apples grow on bushes
because the seed is ~~an~~ an apple seed
that's why apple grow on the bush
apples are good they're juicy and good.

Apple Trees

need sun and water in the
winter the apple tree dies

District Writing Sample Scoring Rationale

Second Prompt, Grade 5

Expository

Writing an Essay Answer

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Has a topic.
- b. Does not respond to prompt.
- c. Contains one sentence pattern.
- d. Contains basic sight words.
- e. Lacks paragraph organization.
- f. Lacks details.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to write sentences that include specific details to establish a purpose for the reader.
- b. Teaching how to write a topic sentence with supporting details.

Teacher Notes:

A dandelion is a plant with seed all over it
and when you blow it the seeds spread and
they keep growing.