



WRITING



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Elementary
School**

State FSA Description

April 2020:

- 120 minute paper/pencil text based essay writing performance assessment.
- Calculated into the ELA FSA score.
- Results typically come in over the summer.
- Accommodations from students' IEPs or 504s are provided.

Explanation

Informational

- Drawing relationships between between a topic or topics

KEY WORDS IN PROMPT:

- Why=Your reasons why something is happening
- What=Things that are being utilized to do something
- How=Ways in which a problem is being solved or the way something happens

OPINION

- Text will present opposing view points
- Students will choose a view point and defend using text based evidence
- The student must choose a viewpoint based on the amount of evidence provided in the text, they may not personally agree.

The Process

1. Read and analyze the task (CUB)
 2. Student restates the prompt as a question
 3. Read the text- get the gist
 - Chunk the text
 - Find points
 4. Complete the plan sheet (PEEL chart) using information gained from the text.
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1. Write your essay
 2. Revise & Edit

Step 1: Read and analyze the task (CUB)

Write an **informative** essay about the **effects wild animals and humans** have on each other when they live in the same area. Use information from the passages in your essay.

C- Circle the writing mode

U- Underline the writing Task

B- Box the writing topic

Rewriting the prompt as a question

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Turn the writing task into a question: How do wild animals effect humans when they live in the same area?

- **How = Ways in which a problem is being solved or the way something happens**

Step 2:
First read,
get the gist

Source 1: The Howl Next Door

by Julie McPartland

- 1 Ahhh-eeee-ouuu! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That highpitched cry is not always so far away, though. More and more, coyotes are found in or near cities.
- 2 In recent years, the animals have even moved into parks in New York City. No, coyotes are not swinging on swings and playing in sandboxes. Although coyotes live in the parks, most people will never see them up close. Coyotes, like many wild animals, are naturally cautious around humans. One urban park ranger says that she has only seen five coyotes face-to-face in thirteen years. However, using special cameras that watch the parks at night, people observe the coyotes playing and running. The coyotes do not know the cameras are there, so they act naturally. Park rangers, scientists, and others are learning about the behavior of the new residents. |
- 3 Not everyone's opinion is positive, though. Some people fear the idea of the coyotes in the parks. However, park rangers have no plans to remove the wild coyotes. Instead, the park officials are working on educating people. They say there is little reason to fear the animals as long as humans let them remain wild. People should remember not to feed the coyotes. If a coyote links humans with food, the animal may begin to lose its fear of humans and become a nuisance.
- 4 There are many New Yorkers, including urban park rangers, who are happy about the new coyotes in the neighborhood. If coyotes live there, it is because the parks have become cleaner and safer environments. Coyotes like the parks for the same reasons people do. One benefit of coyotes in cities is that they hunt and eat common pests like mice and rats. The rangers hope people continue to learn about how to live with these new neighbors and their well-known howl.

Step 2:
First read,
get the gist

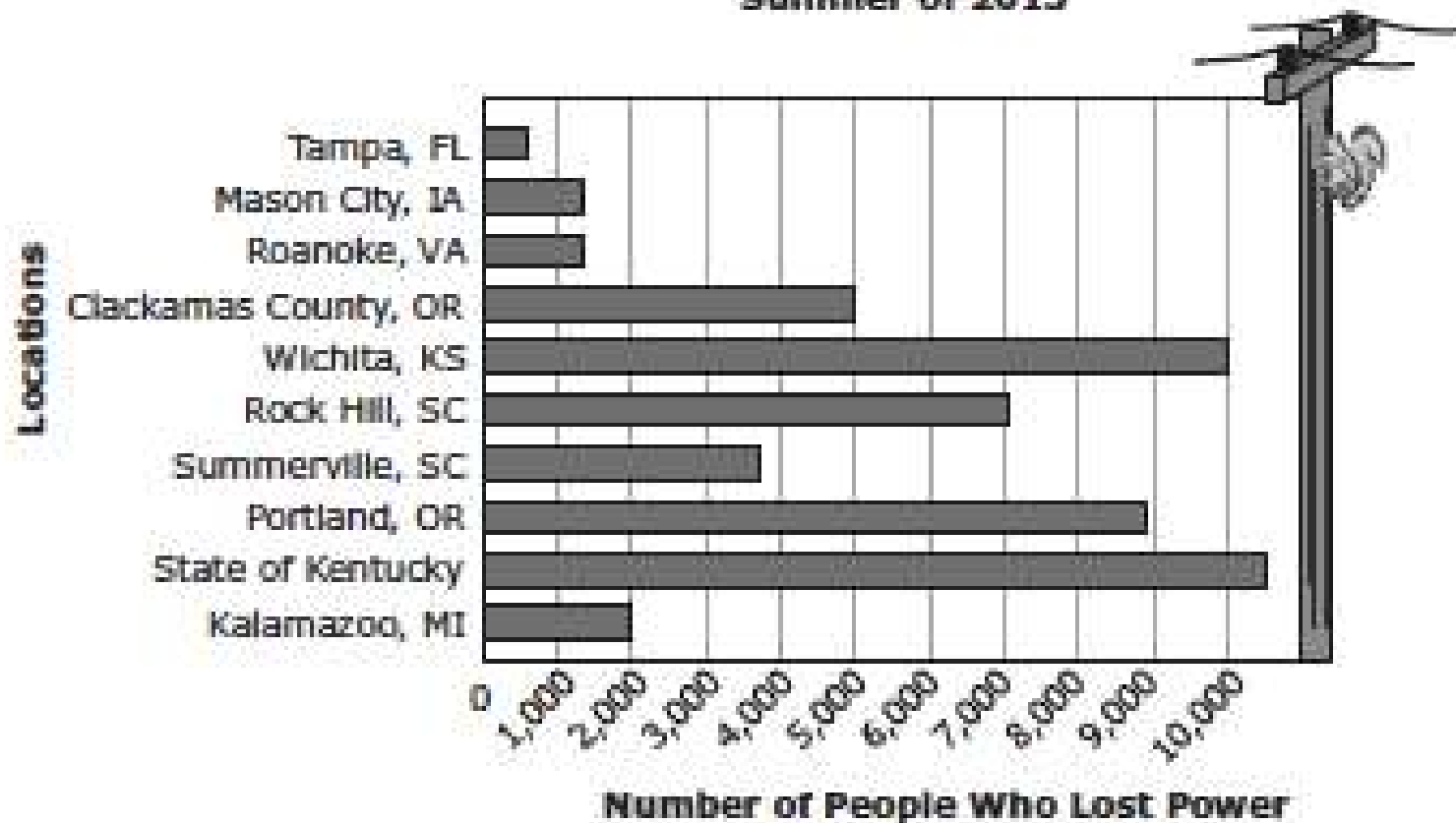
Source 2: Power Chewers

by Karl Szymas

- 5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel's most powerful traits is also one of its most troubling secrets. Squirrels' teeth never stop growing.
- 6 There is an expression "long in the tooth," meaning old. Does this mean squirrels go around with long, long teeth as they age? Not a chance. They use their teeth constantly, grinding them down. As omnivores, squirrels like to chew on nuts, berries, and insects. Sometimes they end up chewing on other things. This constant chewing can cause cities to power down.
- 7 A squirrel's need to chew, combined with its ability to go almost anywhere and its desire to stay safe, leads it to go inside transformers. A transformer is a large box where electrical wiring is kept. A squirrel goes into a transformer for the same reason it goes into a hole in a tree. It wants to be safe. Also, the top of a transformer box is a perfect spot for a squirrel to spread out and lie in the sun or shade. The platform even provides room for a squirrel to launch itself onto a power line, another place for it to chew on wires. Unfortunately, when squirrels keep their teeth busy with wires, neighborhoods and cities lose power. This sometimes causes the lights to go out in hundreds or thousands of homes. It is pretty incredible to think that one little scampering squirrel could affect the lives of so many people.

Step 2: First read, get the gist

**A Few of 50 Power Outages Caused By Squirrels,
Summer of 2013**



Step 2:
First read,
get the gist

Source 3: Pigeons and People

by Nicole Wilson

- 8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall buildings resemble those steep cliffs, so it makes sense that pigeons have made themselves at home there. Some city dwellers see them as loud pests, cooing and causing a mess. Pigeon droppings spoil the beauty of buildings, cars, and statues. However, people may be the main reason pigeons came to cities in the first place.
- 9 People and pigeons have a long history. Because pigeons are mild-mannered, they have been used as pets and helpers to humans for nearly 5,000 years. Pigeons were brought into cities as sources of food and for fun and practical uses. They are used to living among people. They are friendly and fly in flocks of between twenty and thirty birds. The birds often rely on people for food, eating almost anything people offer them. The hope for food is one reason groups of pigeons gather in crowded areas. Many people feed them, so the birds keep coming back.
- 10 Some pigeons are particularly special to people because they can be trained as messengers. Homing or carrier pigeons will find their way home from distant places. People use this skill by writing notes and attaching them to the homing pigeon's leg. Then, the pigeon will fly the note to a desired location. During World Wars I and II, pigeons helped armies communicate. In fact, in World War II a pigeon named G.I. Joe received a medal for his bravery. He had carried an important message to British troops when other communication systems went down. In World War I, another pigeon saved the lives of 194 American soldiers. The soldiers were surrounded by the enemy and could not tell anyone where they were. They sent a pigeon named Cher Ami, who delivered their location to friendly troops. Today, there is a service in Texas that uses carrier pigeons to send birthday and other messages.

Introductory Paragraph

Purple-Universal Statement

Blue- summary sentence

Red- controlling idea

Animals and humans have learned to co-exist in our environment. In the articles, the authors explain how animals have an effect on humans. The effects wild animals have on humans include animals delivering messages and causing power outages.

Planning Sheet

P Delivering messages

E

Source #3

Paragraph #10

Sentence #5-7

EL

- **This proves...**
- **Maybe...**
- **If, then, so...**

P Power Outages

E

Source #2

Graph

Info: Wichita, Kansas

EL

- **Common sense would say...**
- **This means**
- **After analyzing the text...**

Elaboration Bookmarks!

Types of Elaboration

1. Define something (if you can)

2. Why did you use this evidence?

- This is important because....
- If....then....so
- This evidence is convincing because....
- This evidence suggests...Therefore...
- The author provides this information so....

3. Make a judgment

- No longer....
- Common sense would say....
- This evidence suggests that.....
- The author is suggesting....

4. Give examples (always do three)

5. Make a prediction

- Perhaps....
- Maybe...
- It is reasonable that...
- After analyzing this evidence....

Write your essay/revise

In the articles, the authors explain how animals have an effect on humans. The effects wild animals have on humans include animals delivering messages and causing power outages.

The first way animals have an effect on humans is delivering messages. In source 3, the author states that pigeons were used in World War I and II to carry important messages to the British when other ways to communicate were not working (paragraph 10). This proves pigeons were helpful to humans during the war. Maybe pigeons were like text messaging today. If people understood how valuable pigeons were, then they would be more likely to use them as a communicator, so important messages could be delivered even when other forms of communication aren't available. ←

The second way animals have an effect on humans is by causing power outages. According to the graph in source 2, 10,000 people lost their power due to squirrels chewing on the power lines. Common sense would say squirrels are causing humans major problems in their home. This means that it could happen to anyone and we should all be prepared, especially if you live in the area of Wichita, Kansas. After analyzing the text, it is easy to see that squirrels are not doing this on purpose, because it is in their nature to go to the transformer boxes where they can spread out and lie in the sun. ←

In conclusion, humans should recognize that animals could have a positive or negative effect on their lives. Perhaps if more people knew about the effect of animals, they could take the steps to prevent problems and use animals as solutions to their problems.

Scoring

Grades 4-5

Opinion Text-based Writing Rubric

(Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained opinion with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained opinion, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Continued on the following page

Scoring

FINAL ELA Text-based Writing Rubrics, Grades 4–5: Opinion Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused opinion but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, confusing, or ambiguous opinion Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, unclear, or confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Extra Resources

www.fsassessments.org/resources/



**Thank you
for joining us**