

FCPS Standards Benchmark ELA Grade 5, On-Demand Writing Standard Benchmark 2

These tests are designed to be experienced in an online environment, not through a printed format. The computer screen is 16x9 or 4x3 and these formats don't render well to an 8.5x11 PDF. Consequently, images are often cut off on the PDFs and any dynamic features will obviously not be available in the PDFs. There is no efficient way for students **to take the test "on paper."** Additionally, the Standard Benchmark Assessments were designed to replicate the experience of taking the Kentucky Summative Assessment. Data accumulated is for classroom use, PLC discussions, and for teacher planning purposes only.

This printable copy is intended for reteaching and reassessment purposes.

Writer's Reference Sheet

Grade 5

Focusing

- Read the prompt.
- Think about what the prompt is asking you to do.
- Read the provided text set (articles, pictures, charts, tables, graphs).
- Think about key issues in the texts that will help you fulfill the purpose of writing your opinion.

Pre-writing

- Think about the task and purpose for writing.
- Think of your opinion statement and supporting facts and details. *Remember to use at least 2 of the provided sources to support your opinion.
- Use a pre-writing technique (brainstorming, webbing, drawing, outlining) to plan how you will organize your ideas for the introduction, body paragraphs and conclusion of your essay.

Drafting

- Type your essay in the text box provided.
- Be sure to choose words that create a tone appropriate to the task.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

When writing my **opinion**, did I...

- provide relevant information to introduce the topic?
- state an opinion?
- support the opinion with logical reasoning and logically ordered and relevant evidence (facts, details and examples) by quoting, summarizing and/or paraphrasing?
- use **at least 2** of the provided sources to support the opinion.
- maintain a clear focus?
- use words and phrases to connect the opinion, reasons and evidence?
- provide a logical conclusion section to support the opinion?

Writing Task

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Video Games

In your opinion, are video games more helpful or harmful to people? Write a well-organized essay stating your opinion. Support your opinion with evidence from the texts.

Video Games: What's Cool and What's Not?

by Marie Peters

Children have been crazy about video games for decades. It is common to see kids sitting in front of the tv for hours and hours at a time. Some parents get very upset by this, but should they?

A recent study by the United States Government showed that video games help with the early reading skills of young children. Four-year olds who took part in the study improved at recognizing letters and matching sounds with letters. Playing educational video games at a very young age also helped children be more successful when they entered elementary school. Older children benefit from gameplay, too. Studies from the University of Jonesboro share that teachers see improved test scores in reading and math when video games are a part of instruction. Kids pay attention to engaging math video games more than just completing bookwork daily.

Interestingly, if you have poor eyesight, you may want to think about playing video games. Games that involve focusing on objects force the eyes to notice small changes in brightness of the images. As people get older, they lose their ability to see changes in brightness. This is why older drivers find night driving to be a real challenge. Playing video games can help with your vision as you age. What a fun way to correct bad eyesight!

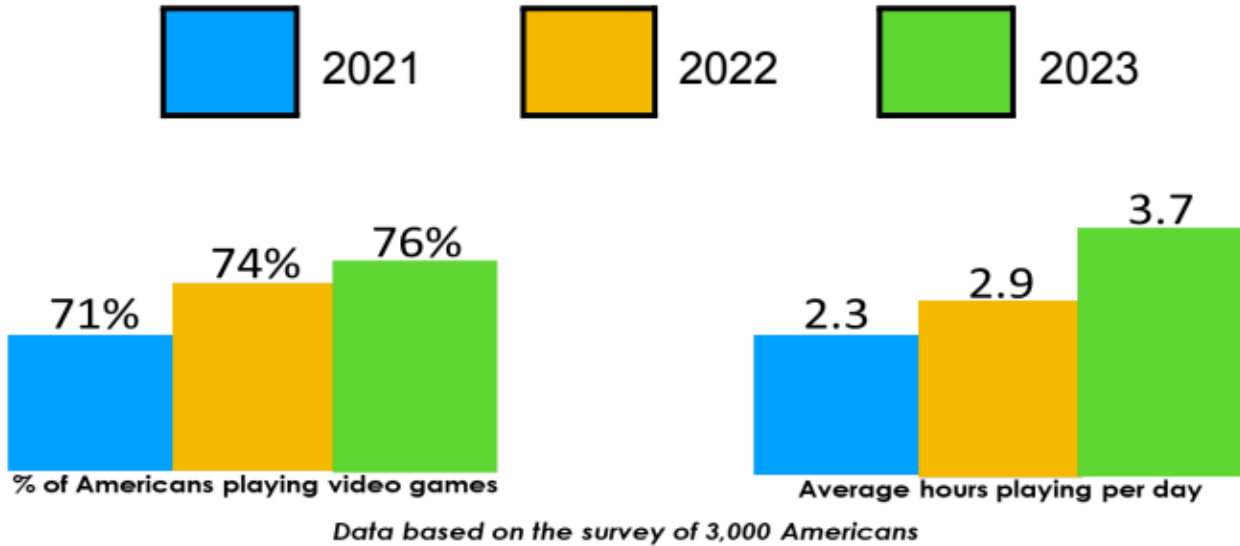
While video games have been proven to help vision, they have also shown to cause some problems in the body. Studies prove that video games cause sleep problems in some normally healthy people. One major sleep problem is called insomnia. Insomnia means you are unable to sleep. Video games overwork a person's brain. This can make it difficult for the mind to rest. Some people have insomnia because they just can't stop thinking about the last video game they were playing.

Sleep issues may be worth the trouble though because of the life skills video games teach. The majority of games promote teamwork and communication. This early introduction to problem-solving and cooperation can give kids a valuable head start in becoming an adult. However, it is important to note that, like eating too much candy, spending too much time playing video games can make us forget about important life things like homework, chores, and spending time with friends and family. Some people get so caught up in gaming that they never socialize with other people face-to-face.

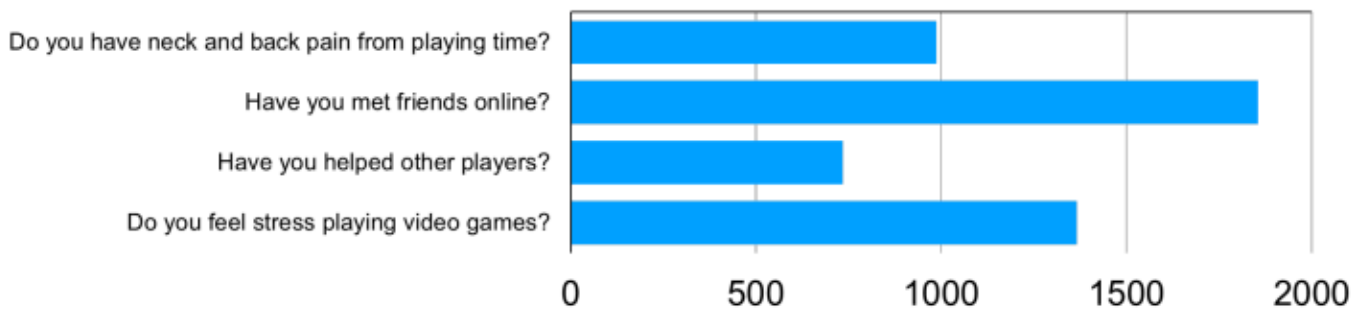
It is clear there is much to consider when playing video games. Striking a balance between life in front and away from the screen is important in everyone's life.

Text 2

Screen Time Continues to Soar



The Benefits and Downfalls of Playing Video Games



***This survey includes responses from 2,000 Americans ages 12-40. Each person was asked specific questions about the pros and cons of playing video games.**

KSA Opinion Rubric--5th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Note: In 5th grade, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (C.5.1) The shift to composing arguments begins in 6th grade.

Scoring Element	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	States an opinion that may lack focus or be unclear . Misses many or all demands of the prompt.	States a general opinion that addresses the prompt, but may have lapses in focus. Attempts to address some demands of the prompt.	Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt.	Introduces and maintains a clear, credible and coherent opinion. Thoroughly addresses all demands of the prompt.
Support	Includes minimal or no purposeful support of opinion with reasons. Provides incomplete, inaccurate and/or irrelevant explanation of reasons. Provides minimal or unrelated facts and details to support the reasons.	Attempts to support opinion with reasons. Provides vague and/or general explanation of reasons. Provides vague and/or general facts and details to support the reasons.	Supports opinion with logical reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.	Thoroughly supports opinion with logical reasons. Provides carefully selected explanation of reasons to strengthen the opinion . Provides reasons that are thoughtfully linked to facts and details to support the opinion.
Sourcing	Uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the opinion. Cites little or no evidence. Little or no use of quoting, summarizing and/or paraphrasing of facts and details.	Uses a minimum of two provided sources to attempt to support the opinion. Inconsistently cites evidence. Attempts to quote, summarize and/or paraphrase facts and details.	Accurately and effectively uses a minimum of two provided sources to support the opinion. Effectively cites evidence by quoting, summarizing and/or paraphrasing facts and details.	Accurately and skillfully uses a minimum of two provided sources to support the opinion. Consistently and thoroughly cites evidence by quoting, summarizing and/or paraphrasing facts and details.
Organization	Creates minimal or no overall structure. Ineffectively organizes an opinion with reasons that are supported by facts and details. Makes minimal or no attempt to use transitions to connect the opinion, reasons and evidence. Provides a weak conclusion section or lacks a conclusion section to support the opinion.	Attempts to create a structure for the opinion. Organizes introduction of the topic and states an opinion with reasons that are supported by facts and details, but contains some lapses that disrupt the cohesion or are inappropriate . Attempts to use transitions to connect the opinion, reasons and evidence, but they are simple and infrequent . Provides a conclusion section in an attempt to support the opinion.	Creates and maintains a clear structure to develop the opinion. Logically organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Uses effective transitions to connect the opinion, reasons and evidence. Provides a logical conclusion section to support the opinion.	Creates and maintains a sophisticated structure to develop the opinion. Skillfully organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Consistently uses a variety of transitions to create a strong connection between the opinion, reasons and evidence. Provides a thorough conclusion to support the opinion.
Language/Conventions	Lacks or uses an inappropriate formal tone or voice. Lacks the development of task appropriate writing. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.	Uses a weak formal tone or voice and/or has lapses in appropriate tone or voice. Attempts to develop task appropriate writing. Attempts appropriate word choice. Makes frequent errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains an appropriate formal tone or voice. Establishes and maintains task appropriate writing. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.	Consistently establishes and maintains a sophisticated formal tone or voice. Consistently establishes and maintains sophisticated , task appropriate writing. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing.