



Informative Writing Performance Task

Teacher Version

Grade	5	Title/Subject	The Digestive System
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The following sections are included in this Teacher Version:

- **Overview**
- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Directions and Articles**

Overview

On Day 1 students will engage in a video viewing, shared reading and note-taking activity using informative texts to learn about the digestive system. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the digestive system utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 2 students will finish their drafts, and on Day 3 they will have time to revise and edit their writing, and type a final copy.

Process

DAY 1: Video Viewing, Shared Reading and Note-taking: Up to 80 minutes

Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an essay focused on the topic of the Digestive System. Ask students to share orally what they might know about the Digestive System. Possible questions could include:

“Have you ever heard of the Digestive System? Do you know how it works or what happens inside your body when you eat? What does your digestive system need to be healthy?” Why is it important?

For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *“Now we will view a video and read two sources about the Digestive System.” Show the video and read both sources, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.*
2. Lead a whole class discussion about the sources, during which students generate a key word list, list the “gist” next to each paragraph, highlight important words/phrases, or participate in pictorial narrative input (large teacher-created drawing with labels).
3. Think-Pair-Share: *“Tell your partner what you learned about the Digestive System.”* Make sure both partners have time to share with each other.



Have the class watch one of these videos on the digestive system:

<http://www.watchknowlearn.org/Video.aspx?VideoID=32989&CategoryID=750>

<http://studyjams.scholastic.com/studyjams/jams/science/human-body/digestive-system.htm>

<http://www.watchknowlearn.org/Video.aspx?VideoID=25742&CategoryID=6214>



Informative Writing Performance Task

Step 3: Clarify Expectations for the Writing Task: ~ 5 minutes

Explain: *"In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me what you learned about the Digestive System. Tomorrow you will have a chance to change and edit your work from today to write a final revision."*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

Step 4: Planning for Writing: ~ 20 minutes

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself just remind them of the strategies for planning.

Collect all materials from Day 1 after the 60 minutes total is complete.

DAY 2: Writing Up to 45 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their writing plan.
2. Students read the prompt and then begin their writing.
3. When 5 minutes are left in the writing period, remind students to re-read their writing to see if any information is missing, or if they want to fix any errors.

DAY 3: Revising and Editing Up to 45 minutes

1. Tell students that today they will be revising their writing to see if there is missing information, or if they want to use more precise vocabulary or different kinds of sentences.
2. Students edit and write final revision of essay. Provide additional lined paper for revisions and final copies as needed. Students may have time to create a final copy, or may revise and edit from their draft as time allows.
3. At teacher discretion, students may use word processing for draft or revision as long as spelling and grammar correction tools have been disabled.
4. Inform students when 5 minutes remain.
5. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Student responses to Part 2 will be scored using the Common Core based Informative/Explanatory Writing Rubric. A score will be given in each of the two rubric categories. For grades 3-6, student **revisions** will be scored.

Each student's final scores should indicate a 1, 2, 3, or 4 in each of the categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 6-8 points is considered a passing overall score.



Informative Writing Performance Task

Grade		5		Informative/Explanatory Writing Rubric			
Level	INFORMATIVE/EXPLANATORY WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS		
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses strategies such as definition, classification, to organize ideas <input type="checkbox"/> Both introduction and conclusion are clear and well stated <input type="checkbox"/> Establishes and maintains a formal style 		<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 		<p>Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames 		
	3 Meets	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly and groups related information logically (W2a) <input type="checkbox"/> Includes formatting (headings), illustrations/multimedia if they aid comprehension (W2a) <input type="checkbox"/> Develops topic with facts, definitions, concrete details, quotations, other related information and examples (W2b) <input type="checkbox"/> Links ideas with categories of information using words/phrases such as <i>in contrast</i>, <i>especially</i> (W2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform or explain the topic (W2d) <input type="checkbox"/> Provides a concluding statement or section related to information/explanation presented (W2d) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8) 		<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 			
		2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic and includes information, but development of facts and details is limited <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases, and limited vocabulary choice <input type="checkbox"/> Has incomplete or minimal planning for writing 			<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 	
			1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic and includes few details or facts <input type="checkbox"/> Copies sentences directly from text in articles in prompt <input type="checkbox"/> Writes only single paragraph <input type="checkbox"/> Has vocabulary that is simple and not aligned with topic <input type="checkbox"/> Has little or no planning evident 		<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling and/or capitalization 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.



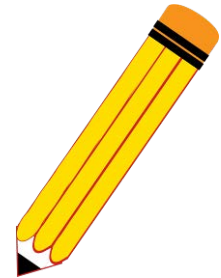


Informative Writing Performance Task

Student Version			
Grade	5	Title/Subject	The Digestive System

Student Prompt:

As you think about what you just read, write a multi-paragraph essay to explain to your teacher what you learned about the Digestive System.



Writing Tips:

- Be sure to introduce the topic and group related facts together.
- Use facts from the two sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a conclusion.

Reminders:

- You can look at the sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer help you with your thinking.
- Do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a topic sentence with your main idea.
- Write sentences with several facts, definitions, and concrete details to develop points.
- Group information together as you write.
- Use linking words such as *also, another, and, more, but, another, for example, because, in contrast, especially* to connect ideas.
- Use precise language and domain-specific vocabulary to inform or explain your topic.
- Write a concluding sentence or paragraph.
- Provide a list of sources.



Informative/Explanatory Writing Performance Task

Student Version			
Grade	5	Title/Subject	The Digestive System

Step 3: Reread and Revise

Reread your writing and revise:

- Does it make sense?
- Have you used science words from the text?
- Is there missing information you want to add?

Step 4: Edit

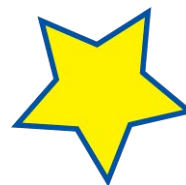
Reread your writing and revise:

- Capitals at the beginning of sentences
- Capitals for proper nouns, holidays, titles, etc.
- Punctuation: (end points) . ! ?
- Commas , quotation marks " "
- Spelling
- Complete sentences (avoid fragments and run-ons)
- Use verb tenses to show time, states, and conditions
- Use underlining, quotation marks or italics to indicate titles of works

Step 5: Final Draft

- Recopy and fix your mistakes.

Good work!





Student Reading Text			
Grade	5	Title/Subject	The Digestive System – Article 1

This article has been abbreviated.

Where Does Food Go?

Reading Passage from ReadWorks.org



What happens after you bite into a piece of food? First you chew the food, and then it travels through your body’s digestive **system**¹. That system breaks down the food into small pieces so that it can be used as energy for your body.

Open up, and follow the path of food.

Look at the Digestive System

Food travels to several places as it is **digested**², or broken down. Follow the trip food takes from the mouth to the **intestines**³.

Breaking Down Your Food

When you take a bite out of an apple and start to chew, the apple mixes with the liquid in your mouth called saliva. Your saliva helps break down food.

Sending Food to Your Stomach

When you swallow food, it travels down a tube called the **esophagus**⁴. That tube leads to your stomach.

Turning Food Into Liquid

The stomach is made up of muscles that squeeze the food and mix it with special juices. That turns the food into liquid.

1 **system** - all parts working together to do something

2 **digested** – the breaking down of food

3 **intestines** - tube-like part inside the human body that breaks down food

4 **esophagus** – a tube-like part that leads from the mouth to the stomach



Informative Writing Performance Task

Student Reading Text			
Grade	5	Title/Subject	The Digestive System – Article 1 continued

Carrying Nutrients to Your Body

The liquid moves to the intestines, where it is broken down again. The healthy parts of food that your body needs, called nutrients, are sent to other parts of your body. The unhealthy parts are pushed out of your body.

Your Body Burns Calories

A calorie is a unit of energy. Your digestive system works to break down food, and your body burns the calories from food. Look at how many calories you can burn doing some everyday activities.

Activity, Time, and Calories Burned

Watch television

- 30 minutes 16 calories

Walk the dog

- 30 minutes 66 calories

Pick up litter

- 30 minutes 76 calories

Play soccer

- 30 minutes 104 calories

Swim

- 30 minutes 202 calories



Student Reading Text			
Grade	5	Title/Subject	The Digestive System – Article 2

This article has been abbreviated.

What is the digestive system?

Digestive System

Digestion is a process that changes food into forms that the body can use. During digestion, food is broken down into small pieces. Many organs work together to help you digest your food. Only then can blood carry the food to your cells.

The Mouth and Esophagus

Digestion begins in the mouth. When you chew, you can make your food small enough to swallow. Chewing also makes the job easier for the rest of the digestive system.

The Tongue

The tongue moves food around your mouth so you can chew it better. It also moves food to the back of the mouth so you can swallow it

The **esophagus** is a tube that carries food to the stomach. The esophagus pushes the food down to the stomach. It reaches the stomach in two or three seconds.



Student Reading Text			
Grade	5	Title/Subject	The Digestive System-Article 2

Stomach

Your stomach is under your ribs on the lower left. The walls of the stomach can stretch to store the food you eat. Acids in the stomach help break down food. The food and acids mix when strong muscles in the stomach wall squeeze. When the stomach is through it sends the digested food to the intestines.

Intestines

The **small intestine** is a narrow, winding tube. Partly digested food moves from the stomach into the small intestine. There food breaks down into even smaller bits so the blood can absorb it.

When digestion is complete, some food particles move into blood vessels in the walls of the small intestine.

Some food cannot be digested. It moves into a wider tube called the large intestine. The colon is part of the large intestine. It stores undigested food until it leaves the body.

