



Grade 5 WRITING Section 1

Writing Topic:

Write an informational paper explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages

1. "Animals in Disguise"
2. "Seeing Animals Differently"

Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look more like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.



Color

- 5 Animals may also use color as a disguise. The white polar bear's fur lets it blend into the snowy land. This helps the polar bear sneak up on its prey. Surprisingly, the polar bear's skin is black, but it looks white because of the way the light bounces off its skin and fur. Since some animals live in places where their surroundings change with the seasons, the color of their fur must also change. In order to blend in, these animals usually grow new fur every few months.
- 6 Other animals change their skin color in order to hide from predators. The cuttlefish is able to change its skin color by flexing its muscles. The cuttlefish has several small blobs on its skin that are colored with a special material called pigment. The blobs are so small that the color is hard to see when the muscles are relaxed. When the cuttlefish squeezes certain muscles, it forces the blobs to spread out. While this happens, more pigment is pushed in. The spreading blobs give the cuttlefish a whole new color. When the cuttlefish relaxes its muscles, the blobs become small again. The cuttlefish then returns to its normal color. In addition to helping the cuttlefish hide, scientists believe the changing colors help the cuttlefish communicate with one another.
- 7 The cuttlefish is not the only animal that can change its color. Nudibranchs, which are small sea creatures, also have this amazing ability. To change color, the nudibranch eats a certain type of coral. After eating the coral, the nudibranch changes to match the color of the coral it just ate. Since the nudibranch also lives in this coral, the new color is the perfect disguise.

Shape

- 8 Other animals use shape as a disguise. There are some that look like they are part of the trees or the grass. Some animals even look like certain predators. For example, the hawk moth caterpillar looks like a snake head, so many of its predators leave it alone. Katydid use a similar trick. They look just like tree leaves, so predators will move right past them without even noticing.



Seeing Animals Differently

- 1 From insects to mammals, animals have found many ways to help them survive. One way is by developing interesting ways to see and to use their eyes.
- 2 Many animals have eyes that see color differently than humans. Some are colorblind which means they cannot see certain colors. Lions can only see in shades of gray. Other animals can see certain colors more easily than humans. The gecko, for example, has nighttime color vision that is almost 350 times better than that of humans.
- 3 Other animals can see light that is invisible to humans. Certain species of snakes have special areas called pits that allow them to see in infrared. This means they can actually see heat. Having this ability helps the snakes find their prey while staying safe from predators. Butterflies can see another type of light that cannot be seen by humans. This light is called ultraviolet light. Butterflies also see in all directions at the same time. The trade-off is that their vision is somewhat blurry.
- 4 Some animals do not have special vision. Instead, they have unusual eye features that help them survive. Frogs' eyes bulge out from their heads so they can see above the water while their bodies are underwater. They also have two sets of eyelids. One set is clear. When frogs close the clear set of eyelids, they can see underwater while keeping their eyes protected.
- 5 The cuttlefish can change the shape of its eye. It can see behind itself and in front of itself at the same time. Although the cuttlefish is colorblind, it is able to see well in dim light. Like the cuttlefish, the chameleon is able to look in two directions at the same time. This helps the chameleon catch insects as they fly by.
- 6 Even goats can see around themselves better than humans. While humans can see at a 185-degree angle, goats can see at a 330-degree angle. This means the goat can almost see completely behind itself without turning its head. The owl, on the other hand, is not able to move its eyes to see around itself. Instead, the owl can turn its head almost completely around to see what is behind it.

OCCT Grade 5
Oklahoma C³ Standards Writing Rubric

Transitional

Most notations are aligned to the Common Core State Standards and are to be read as follows: 5 (grade level), W (Writing standard,) L (Language standard), and number/letter (objective).

	Opinion	Informative	Narrative
IDEAS AND DEVELOPMENT			
Score 4	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (5.W.4) Writer’s opinion addresses the prompt using relevant text-based facts, details, and examples. (5.W.1.b) Writer summarizes or paraphrases information. (5.W.8) The writer expresses an insightful perspective towards the topic. (prior SDE rubric) 	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (5.W.4) Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (5.W.2.b) Writer summarizes or paraphrases information. (5.W.8) Topic is consistently sustained throughout the composition. (prior SDE rubric) 	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (5.W.4) A real or imagined story or experience with a narrator or characters is fully developed using descriptive details. (5.W.3) A context and point of view are clearly defined. (prior SDE rubric) Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (5.W.3.b)
Score 3	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. Writer’s opinion addresses the prompt using text-based facts, details, and examples. Writer attempts to summarize or paraphrase information. Writer sustains a perspective throughout most of the response. 	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples. Writer attempts to summarize or paraphrase information. Topic is sustained throughout the composition. 	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. A real or imagined story or experience with a narrator or characters is adequately developed using some details. A context and point of view are present. Some narrative techniques such as dialogue, description, and reflection are evident to develop experiences, events, and/or characters.
Score 2	<ul style="list-style-type: none"> The content is limited for audience and purpose. Writer’s opinion addresses the prompt using minimal text-based facts, details, and examples. Writer does not attempt to summarize or paraphrase information. Writer has difficulty expressing or sustaining a perspective. 	<ul style="list-style-type: none"> The content is limited for audience and purpose. Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples. Writer does not attempt to summarize or paraphrase information. Writer does not sustain the topic throughout the composition. 	<ul style="list-style-type: none"> The content is limited for audience and purpose. A real or imagined story or experience with a narrator or characters is minimally developed using few details. A context and point of view may not be clearly defined. Narrative techniques may be minimally used.
Score 1	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. Writer’s response to the prompt is not developed. Few, random, or no evidence is elicited from the text. Writer has little or no perspective. 	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. Topic is unclear and is not developed. 	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. A real or imagined story or experience is not developed. A context and point of view are missing. Narrative techniques are missing.

	Opinion	Informative	Narrative
	ORGANIZATION, UNITY, AND COHERENCE		
Score 4	<ul style="list-style-type: none"> • Introduction presents a clear topic and states an opinion. (5.W.1.a) • Sustained focus on content and structure (prior SDE rubric) • Reasons and information that support the writer’s purpose are logically ordered. (5.W.1.b) • Transitions between ideas are coherent and link reasons. (5.W.1.c) • Conclusion is compelling and supports the opinion. (5.W.1.d) 	<ul style="list-style-type: none"> • Introduction is engaging and presents a clear topic. (prior SDE rubric and 5.W.2.a) • Text-based facts, details, and examples are presented in a well-executed progression. (5.W.2.b) • Transitions are appropriate and clearly link ideas. (5.W.2.c) • Conclusion clearly flows from the information presented. (5.W.2.e) 	<ul style="list-style-type: none"> • Introduction engages and orients the reader. (prior SDE rubric and 5.W.3.a) • Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (5.W.3.a) • A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (5.W.3.c) • Conclusion naturally flows from narrated experiences and events. (5.W.3.e)
Score 3	<ul style="list-style-type: none"> • Introduction presents a topic and an opinion. • Focus on content and structure • Reasons and information that support the writer’s purpose are partially ordered. • Transitions support and link reasons. • Conclusion is satisfying and supports the opinion. 	<ul style="list-style-type: none"> • Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • Conclusion is apparent and relates to the information presented. 	<ul style="list-style-type: none"> • Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings, and show relationships among experiences and events. • Conclusion follows from narrated experiences and events.
Score 2	<ul style="list-style-type: none"> • Introduction does not present a clear topic or opinion. • Lack of focus on content and structure is evident. • Reasons and information that support the writer’s purpose are ordered in random progression. • Transitions are limited and do not link reasons. • Conclusion is incomplete with little support for the opinion. 	<ul style="list-style-type: none"> • Introduction is incomplete and topic is not clearly stated. • Some text-based facts, details, and examples are presented randomly. • Transitions are limited and fail to link ideas. • Conclusion is incomplete with little support of the information presented. 	<ul style="list-style-type: none"> • Introduction may leave the reader with questions. • Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience. • Ineffective transitions are used. • Conclusion may be missing or irrelevant. • Lacks logical direction.
Score 1	<ul style="list-style-type: none"> • Lacks logical direction. • No evidence of organizational structure 	<ul style="list-style-type: none"> • Lacks logical direction. • No evidence of organizational structure 	<ul style="list-style-type: none"> • Lacks logical direction. • No evidence of organizational structure

All Modes Grades 5 and 8			
	WORD CHOICE	SENTENCES AND PARAGRAPHS	GRAMMAR, USAGE, AND MECHANICS
Score 4	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5) Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6) 	<ul style="list-style-type: none"> Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a) Few, if any, fragments or run-ons (prior SDE rubric) Evidence of appropriate paragraphing (prior SDE rubric) 	<ul style="list-style-type: none"> Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.L.1, 5.L.2 and 8.L.1 and 8.L.2) Errors are minor and do not affect readability. (prior SDE rubric)
Score 3	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are demonstrated. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas. 	<ul style="list-style-type: none"> Variety of sentence structure, type, and length Few fragments or run-ons Evidence of paragraphing 	<ul style="list-style-type: none"> Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors may be more noticeable but do not significantly affect readability.
Score 2	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are limited. Concrete words and phrase, sensory details, and domain-specific vocabulary are limited. 	<ul style="list-style-type: none"> Limited variety of sentence structure, type, and length Several fragments or run-ons Little or no attempt at paragraphing 	<ul style="list-style-type: none"> Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors may be distracting and interfere with readability.
Score 1	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are not evident. Concrete words and phrases, sensory details, and domain-specific words are lacking. 	<ul style="list-style-type: none"> No clear sentence structure Many fragments or run-ons Little or no attempt at paragraphing 	<ul style="list-style-type: none"> Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors are numerous and severely impede readability.