



# OKLAHOMA Education

WRITING/CONSTRUCTED RESPONSE  
ANCHOR PAPER/EXEMPLARS  
GRADE 5 INFORMATIVE



## 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.



WRITING/CONSTRUCTED RESPONSE  
**HOLISTIC RUBRIC**

OSTP Grade 5 Holistic Writing Rubric



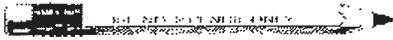
Score	Description
4	<ul style="list-style-type: none"> <li>Content is well-suited for the audience and task/purpose and the writing maintains a clear focus; ideas are fully developed.</li> <li>Organization is strong, creating unity and coherence; contains an engaging introduction, effective conclusion and logical sequencing with smooth, effective transitions.</li> <li>Word choice is varied and conveys meaning; language is effective and connects to the audience.</li> <li>Sentence structure is clear and correct, and the writing demonstrates a rich variety of structures, types, and lengths; any errors are minor.</li> <li>The writing demonstrates appropriate control of grammar, usage, and mechanics; errors are minor and do not affect readability.</li> </ul>
3	<ul style="list-style-type: none"> <li>Content is adequate for the audience and task/purpose and the writing has an evident focus; ideas are somewhat developed.</li> <li>Organization is adequate, creating some unity and coherence; introduction and conclusion are appropriate, and sequencing is logical with limited transitions.</li> <li>Word choice is general and includes some variety; language is adequate and attempts to connect to the audience.</li> <li>Sentence structure is correct and the writing demonstrates an adequate variety of structures, types, and lengths; errors may be present but do not interfere with fluency.</li> <li>The writing demonstrates adequate control of grammar, usage, and mechanics; errors are noticeable but do not significantly affect readability.</li> </ul>
2	<ul style="list-style-type: none"> <li>Content is inconsistent for the audience and task/purpose and the writing has an unclear focus; ideas are minimally developed and may be listed.</li> <li>Organization lacks clarity, demonstrating weak unity and coherence; introduction and conclusion are ineffective, there is little or random sequencing, and transitions are limited.</li> <li>Word choice lacks precision and variety; language may be inappropriate, ineffective, simplistic, or vague.</li> <li>Sentence structure lacks control and the writing demonstrates limited variety of structures, types, and lengths; errors interfere with fluency.</li> <li>The writing demonstrates limited control of grammar, usage, and mechanics; errors are distracting and may interfere with readability.</li> </ul>
1	<ul style="list-style-type: none"> <li>Content is irrelevant for the audience and task/purpose and the writing has a confusing focus; ideas are repetitive or lack development.</li> <li>Organization lacks logical direction; there is no evidence of unity or coherence.</li> <li>Word choice is extremely limited or inaccurate; language fails to communicate meaning. The writing may be too short to demonstrate variety.</li> <li>Sentence structure is inappropriate and the writing demonstrates no variety of structures, types, and lengths; errors interfere with fluency. The writing may be too short to demonstrate control of sentence structures.</li> <li>The writing demonstrates minimal control of grammar, usage, and mechanics; errors are numerous and impede readability.</li> </ul>

Responses receive a score designation of “unscorable” a performance level of "Below Standard" if they meet any of the following conditions:

- restatement of the task (prompt) or a refusal
- in a language other than English
- illegible, incomprehensible, or otherwise indecipherable
- about a topic different from the assigned task



WRITING/CONSTRUCTED RESPONSE  
HOLISTIC ANCHOR PAPER  
EXEMPLARS



## 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.

Have you ever seen a butterfly or a frog and wondered how it survives in this cruel, harsh world? Well, it's because they have some tricks to help them out! Animals use camouflage and special vision to keep themselves alive. Today I learned that those tricks both work together to help the animals.

Squirrels, zebras, polar bears, and other animals all use camouflage to survive. They look like things in nature. It's almost like they're invisible! Animals use camouflage to hide from predators, and to hunt their prey. I remember one time when I was little, I asked my mom why the army wore camouflage clothing. She told me that it was to hide from the enemies. I feel like that's exactly what animals do!

GO ON ►

Snakes, butterflies, and goats, use vision to help them survive. Most animals with special vision can see all around themselves. Others, like the snake, can see heat. Imagine just looking out your window to check the temperature! Frogs have two eyelids to help them see underwater, like built-in goggles. Owls have good vision, but can't move their eyes. That's why they can turn their heads all the way around. This helps them stay aware of others.

Vision and camouflage both work together by keeping animals from going extinct. The animals that have gone extinct, probably didn't have camouflage or good vision. I noticed that the cuttlefish has both! That's probably why they are still alive today. Also, if animals didn't have these tricks, the food chain would get messed up. Animals would go extinct, and their predators would starve. Their prey would really increase, and it

GO ON ►

all be a big, huge mess!

Now you know why and how ~~most~~ animals survive. I hope that in a million years, all ~~species~~ are still rearing and ~~the dogs are~~ still barking. So next time you see an animal, remember that it might not survive without some very special tricks to help them out!

Score Point 4

ID:1572362571

The response supports a clear focus and ideas are fully developed. Content is well-suited for the purpose, and the development includes numerous text-based facts and addresses how camouflage and vision work together. The writer summarizes and paraphrases information and ensures the topic is consistently sustained throughout the essay. Organization demonstrates a strong overall unity and coherence; introduction is engaging and presents a clear topic. Paragraphs contain text-based facts, details, and examples presented in well-executed progression, and the transitions are appropriate and clearly link ideas. The conclusion flows from the information presented. Word choice conveys meaning; language is effective and connects to the audience. Rich variety of sentence structure, type, and length as well as appropriate control of grammar, usage, and mechanics are demonstrated throughout the essay.

## 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.

Animals have different types of ways to survive. Some might be able to see other things can't, or disguise themselves so other animals can't see them. All these abilities help animals survive. For instance, a chameleon can change into the color of its environment. Those kinds of abilities help save all kinds of animals.

With disguises, animals have different ways of changing. A cuttle fish can flex its muscles and change color. Nudibranchs eat coral and change to the color of the coral. Some animals have design that help them hide. Zebras can trick lions into thinking they're a big animal by being in a group.

Other animals use shape and vision

GO ON ►

to help them survive. The hawk moth caterpillar looks like a snake head so it won't be bothered. Also, katydids look like leaves so they won't be noticed. Some animals can see things humans can't. Specific kinds of snakes can even see heat.

Other animals can turn their heads or eyes backward. Frogs can actually buldge their eyes out. Frogs also have two sets of eye lids. One set is clear so the frog can see underwater. Chameleons and cuttle fish can look in two directions at once. But owls can turn their heads almost completely around.

All animals have different kinds of abilities. Some might be able to use camouflage, and some might be able to use speed or sight. They all know how to protect themselves in different ways. Their abilities

are what help them survive. And in conclusion, I think those abilities are fascinating.

Score point 3

ID:1571847724

The content is appropriate for the audience and purpose. The topic is stated and partially developed using text-based facts, concrete details, and examples in support of the writer's ideas. There is an evident focus as the writer attempts to summarize and paraphrase information to sustain the topic throughout the composition. The response is logically sequenced, and a general coherence is found with adequate transitions. The introduction and conclusion are appropriate and functional. Word choice is general and appropriate: "Their abilities are what help them survive. And in conclusion, I think those abilities are fascinating." Sentence structure is correct, and the writing demonstrates adequate control of grammar, usage, and mechanics; minor errors are noticeable but do not affect readability.

**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.

Camouflage can help animals from predators by blending in to stuff like grass, snow, bark, and, rock. Some animals eat stuff like coral and turn into that color of the coral and the animal that can do that is a nudibranch but it only works on some predators. Squirrels have rough fur so they would be good for blending into tree bark and some insects have smooth shells so they would be good for leaves.

Vision is also helpful for animals because some animals can change their shape of their eye which can let them see right behind them. Some animals or insects can change their shape so the predators will leave them alone like a caterpillar can look like a snake head and a katydid uses a similar trick to look just like some leaves so the predator will leave it alone.

## Score Point 2

ID:1571213290

The writing has an inconsistent focus; content is minimally developed for the task. Some basic examples from the passages are listed in support of how camouflage and vision help animals survive but explanations are minimal and incomplete. The organization displays weak unity; the introduction is incomplete; and there is no conclusion. There is a little sequencing of ideas, and transitions are extremely limited (so). Word choice lacks precision and variety; language conveys a basic meaning: "Camouflage can help animals from predators by blending in to stuff like grass, snow, bark, and, rock." There is limited control and variety of sentence structures and types. Grammar, usage, and mechanics show limited control; errors in spelling and punctuation are common, but there is no interference with readability.

**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.

Seeing animals differently and animals in disguise are different.

Because animals in disguise skin change ~~colors~~ during the year but seeing animal differently do not change colors never. Plus animals in disguise form of camouflage help animals survive but seeing animals differently want them to help them survive during the year.

Do you know what's the same from seeing animals and animal in disguise? Other animals can see light that is invisible to human just like animals in disguise they are

Grade 5 WRITING Section 1

~~the same as~~ Seeing animals differently in the night.

But the most important thing is that seeing animals differently and animals in disguise are different because animals in disguise skin change colors during the year but seeing animals differently do not change colors never. And why are they the same because other animals can see light that is invisible to humans.

Score Point 1

ID:1571846988

The response has a confusing focus to the task. The content is inappropriate to the purpose for writing; it does not explain how camouflage and vision work together to help animals survive their environments. The response shows a little evidence of organization. The introduction contains a topic sentence but there is no evidence of unity or a conclusion. The word choice is extremely limited; language fails to communicate meaning. The student demonstrates little variety of sentence structures and minimal control of grammar, usage, and mechanics.