



OKLAHOMA
Education

WRITING/CONSTRUCTED RESPONSE
ANCHOR PAPER EXEMPLARS
GRADE 5 NARRATIVE

Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

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

1. "Farm Life Never Stops"
2. "How Cheese Is Made"

Farm Life Never Stops

- 1 Life on a farm never stops; nor do the chores. Work on a farm begins when the sun comes up and keeps going until the sun goes down. There are times when farmers even have to work well into the night. What happens on a farm that makes it so busy?
- 2 Some chores, mainly those involving animals, must be done, day in, day out, every day of the year. Each morning, someone feeds and gives water to the chickens and collects their eggs. Another morning job is to milk the cows. First, someone herds the cows into the milking barn. While the cows are milked, a person shovels hay and grain into feeding troughs. Another person shovels manure from underneath the cows, replacing it with fresh sawdust. This process is repeated again at night. The other animals are fed each morning and sent to the pasture. While the animals are in the pasture, their stalls are cleaned.
- 3 In addition to these everyday chores, there are seasonal chores. In the spring, someone walks the pasture fenceline, repairing it as needed. There may be miles of fenceline, making this a large task. Also the fields must be prepared for crops. First, the farmer plows, or turns over, the soil in the field. Then, the field is checked for large rocks that could bend or break farm machinery. One field may have anywhere from a hundred to a thousand large rocks. After the rocks

have been removed, the farmer smooths the field and plants the seeds. If the farm has a vegetable garden, someone needs to prepare this ground as well.

- 4 At the same time, the farm is also very busy with animal babies. Chicks are moved into the chicken house. In the barn, someone checks on the lambs each day. Another chore is to bottlefeed the calves and eventually teach them to drink from a pail.
- 5 In the summer, the crops grow quickly. There are many garden chores to do each day, such as weeding and tending to plants. Someone harvests vegetables that ripen during the summer months.
- 6 Hay is grown to feed animals through the winter, and this creates many summertime chores. First, the farmer mows the tall grass. After the grass dries in the sun and wind, it is raked into rows and bundled into squares called bales. The bales are then put into a hayloft. Care must be taken in the hayloft to look for barn cats that may be hiding with their new kittens.
- 7 Farm children head off to school in the fall, but they are still expected to lend a hand before and after school. There is corn to be cut, chopped, and stored in a silo for the winter. Fruits and vegetables are harvested each day from the garden. Hours are spent canning, pickling, or freezing these vegetables to keep for the winter. Once the crops are harvested, the fields and gardens are fertilized again to make the soil ready for the next year. The hayloft is packed fully, and animals are prepared to be sold at market.
- 8 The growing season is over during the winter months, but the farm is still busy. Eggs are set under a heat lamp to hatch into new chicks. They are watched closely. Farm machinery is repaired and cleaned. Next year's crops are planned, and seeds are ordered.
- 9 Life on a farm is busy, every day, every season. Some chores change with each season of the year, and some chores stay the same. Everyone in the family must pitch in to lend a hand because there is always plenty to do.

How Cheese Is Made

rennet (ren-it)—a substance used to curdle milk, used for making cheese

- 1 There are different types of cheese, each with a special flavor. Interestingly, there are many different types and flavors of cheese even though all cheese comes from the same ingredient: milk. The answer to how that happens lies in the cheese-making process.
- 2 The very first step in cheese making plays a large part in the type of cheese to be made and its flavor. The first thing a cheese maker must do is select and collect the milk. Cheese often comes from cow milk, but it can be made with the milk from many types of animals, including goat, water buffalo, sheep, horse, or reindeer. Each type of milk adds a slightly different flavor to the cheese. Some types of milk tend to work better for certain varieties of cheese. For example, water buffalo milk is often used for mozzarella. About ten pounds of milk must be collected to make one gallon of cheese.
- 3 After the milk is collected, the cheese maker heats the milk. When the milk has reached the correct temperature, two special ingredients, bacteria and rennet, are added to the milk. The bacteria adds to the cheese's final flavor and texture. The rennet makes the milk break apart into lumpy solids, called curds, and watery liquid, called whey.
- 4 Next, the cheese maker drains some of the whey off the curds. The curds are squeezed and stirred. They are also cut into smaller pieces and heated until the desired amount of whey has been removed. For a soft cheese, such as cottage cheese, the curds may only be squeezed a few times. Other soft cheeses, such as ricotta and mascarpone, are made by keeping curds large and heating on a low temperature. Soft cheeses are finished at this point and put into a pot. To make harder cheeses, such as cheddar and Parmesan, curds are cut smaller and heated at higher temperatures.
- 5 Once the curds have reached the right texture, the cheese maker may add salt to the cheese. The salt helps remove more liquid. It also adds flavor. Other flavorings, such as herbs, may also be added at this point.



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- 6 The curds are pressed together into a mold to shape the cheese. The cheese may be left alone on a shelf to dry. Over time, the cheese is said to age. As the cheese ages, its flavor grows stronger and stronger. The cheese maker allows the cheese to age until the desired flavor has been reached.
- 7 There are many decisions in the cheese-making process that determine the final flavor and texture. The cheese maker chooses the type of milk, the type of bacteria, and whether to add any salt or flavorings. The amount of whey left in the cheese and the amount of aging are other important decisions. It is amazing that one ingredient, milk, can create hundreds of varieties of cheese.



WRITING/CONSTRUCTED RESPONSE RUBRIC

OSTP Grade 5 Holistic Writing Rubric



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

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

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Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

Eleven year old Haley Smith was your ordinary girl until it came to farming... She loved all farms but she loved going to a farm that made cheese the most. It was fantastic news when her mom told her that she would be going to her Uncle Tom, and Aunt Sarah's farm for two weeks. She would be leaving the very next morning. She was very excited.

"Yay!" Squealed Haley as they pulled out of their driveway. Her mom and dad were going to take her and then go on to some extravagant place. They had not told her where. When Haley woke up, she found that they were coming up the driveway to Sarah and Tom's house. "We are

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here, she screamed: "If you don't mind Haley, I'd like to keep my eardrums in tact a while longer." said her dad. "Sorry," she said a bit quieter this time. When they got to the door, Aunt Sarah greeted them with milk and cookies. Aunt Sarah and Mom chatted for a while about some things that Haley did not understand. Then it was time for Mom and Dad to go on. "Bye Mom. Bye Dad," I yelled as the car pulled out of sight.

When Haley got inside she was knocked down by her two cousins, Rylie and Josh. "Oh it's been forever since I have seen you!" Exclaimed Rylie. Rylie was twelve. "What's up." Josh said. Josh was twenty, and the biggest kid you ever saw. "You want me to show you around the farm"? Asked Rylie rather loudly. "Sure." I had been here before, but why say no? We looked at all the animals and the cheese and milking barn. When they were done they

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went inside and Rylie showed Haley to her room where she would stay. The room had a huge canopy bed. It looked like a princess lived there. After that the two girls went to Rylie's room. Her room was almost the same as Haley's. It was amazing!

The next morning the rooster crowed at 5:30 a.m. Rylie and Haley milked the two milk cows, fed and let the chickens loose and tended to the horses. They had to take care of five horses and Josh took care of the other two. The horses names were Jonny, Cleatus, Rosy, Misty, Echo, Hotshot, and Quickfeet. Haley's favorite was Hotshot. Haley and Rylie went to ride out in the corn field. Haley rode Hotshot and Rylie rode Rosy. Rosy was Rylie's very own horse. Haley wished she had her own horse.

When the two were tired of riding horses the went to find Uncle Tom in the cheese barn.

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"This is my favorite part," Haley told Rylie.
"Really?" Asked Rylie. "Mine too." They found Tom in the part of the barn where the cheese was sitting, waiting to age and get more flavor. "Hi Hay," said Tom. Uncle Tom had always called me Hay from the time I was born. "Well, looks like you've grown about a foot since I last saw you!" "I know it, it's been too long" I replied.

On Haley's last day there, she felt that Rylie was her sister. They had done everything together, whether it be chores or doing their nails. They did it all. When her mom arrived, Haley said her goodbyes and climbed in the car. She waved until she could see them no more. She was sad to leave but happy to go home and sleep in her own bed. She really couldn't wait to see her dad.

When she walked in the door, there was

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a surprise waiting for her. "Come on to the back yard" said her dad. There in the yard was a beautiful black and white paint horse. Haley named him Hotshot after her favorite horse at Rylie's. Haley had an awesome time at the farm!

Score Point 4

ID:1570579617

The narrative maintains a clear focus and ideas are fully developed. Dialogue and description are effectively used to develop the farm setting, characters, and events. Content is well-suited for the purpose as the response incorporates selected details from the passages (farm chores and cheese making) and adds additional relevant details (caring for and riding horses) that enhance the development. The writing conveys strong coherence throughout its length; the introduction engages, and the conclusion brings a successful ending to Haley's visit to the farm. Word choice conveys meaning; language is effective and connects to the audience describing Haley's excitement of being on the farm. Sentence structure is varied and controlled; any errors are minor. The writing demonstrates appropriate control of grammar, usage, and mechanics for the length and complexity of the narrative; any errors do not detract.

STOP

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Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

One day a boy named Jack went to his grandparents farm. Jack was not having fun at all because his grandparents didn't have a TV and no toys that Jack could play with. The next day when Jack woke up his grandma told him to get dressed and help her with something.

When Jack got dressed he went out to find his grandmother. After a minute or two Jack found his grandmother and "What did you need help with?" She needed help planting and harvesting the vegetables. Jack's grandmother told Jack to take all.

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the vegetables she already harvested to the silo.

When Jack was taking the food to the silo Jack saw his grandpa milking a cow. Jack was so interested in go over there that he dropped the food and ran over to his grandpa. By the time Jack got there his grandfather was done and hauling a milk pail to the house. Jack saw a full pail of milk and took it without permission. Jack thought it would be a piece of cake to bring the pail to the house. But on his way Jack tripped over a rock and got splashed with milk.

Jack's grandparent ran over to Jack and said "What happened? Are you all right?" Jack only had scuffed knee and smelt like milk.

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After that Jack cleaned him self up and set down for dinner. Jacks grandmother layed down a plate of crackers and cheese as a little appetizer before the food was cooked.

A couple of minutes went by and Jack said "How is cheese made?" Jacks grand father told him that the milk he gets from the cows is shipped to a special facillity and is heated up to the right temperature. After the milks been heated two ingredients are added. There called bacteria and sennet. They give the cheese a little bit more flavor and texture. After dinner Jack went to bed and he got picked up in the morning and Jack hoped he would come back again.

Score point 3 ID:1572282244

The student adequately develops the narrative. The story has an evident focus on the events occurring at the farm. Details and dialogue are generally described and incorporated from the passages in support of the writer's purpose. Ideas are somewhat developed, the opportunity to elaborate on tasks performed on the farm would benefit from sensory details or additional concrete description. The narrative is logically sequenced, a general coherence is found with limited transitions, and introduction and conclusion are appropriate and succinctly give the opinion. Word choice is general and appropriate. Sentence structure is correct, and the writing demonstrates adequate control of grammar, usage (their/there/they are), and mechanics; minor errors are noticeable but do not affect readability.

Doc ID: 1572282244

Grade: 15

Section: S2

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Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

Farm

One day a little kid named Andrew was going to visit unkle Jack, aunt Kate len, and cousin Jerry. They lived in the wide out country. The nearest town was 30 miles away.

Andrew and his dad finally got to there cousins house after a 100 mile trip. His aunt and unkle wer so exited to meet him. "Whares Jerry?" Andrew asked. "Finshing up chores." Aunt Sayed. "What kind of chores?" Andrew asked. "Feed the chickens, harvest the crops, wash the shals, milk the cow." unkle Sayed. "How many chickend do you have?" Andrew asked. "Hang on Andrew." dad Sayed. "Why?" Andrew asked.

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"So we can get in side" dad said.

When they got in side dad said
 "one more question you don't want to bore them
 to death." Hmmm Andrew thought. What crops
 do you grow on your farm? "Cotton and indigo"
 Jack said. 20 minutes later Jerry came in.
 "Sorry i'm late. I just found this very cool
 rock." Jerry said. "Hey Andrew Since I have spare
 time you want to help me build my tree house?"
 Jerry asked. "Shure" Andrew said.

10:40 am next day
 "Heavy time to leave" dad yelled
 "already!" Andrew yelled

"By aunt by unkle Seeya Jerry."
 Andrew said "By every won" dad said

Score Point 2 ID:1571845848

Content is inconsistent for the task. The writing has an unclear focus; it begins with the arrival of characters at the farm. Events and characters are minimally developed, and a limited expression of ideas is closely reliant on the prompt (care for animals and chores). Dialogue is limited; the language lacks precision and variety and does little to further the characters or events occurring on the farm. ("Whares Jerry?" Andrew asked. "Finishing up chores." Aunt said.) The writing demonstrates inconsistent unity and coherence; the introduction is appropriately effective, but the conclusion is less so. There is a little sequencing and transitions are limited, creating a rushed storyline. There is limited variety of structures; most sentences are short and simple. The student demonstrates limited control of grammar, usage, and mechanics; minor errors with spelling combined with some skill shown in punctuation of dialogue are of note.

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Writing Topic:

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One day I went to the farm
to see farm animals. I saw a pig
rolling in mud he ate slop The
pig is pink.
I asked the boy of the farm my Grandpa
help me and the pig was rolling in
mud.
The cow is blue and white He
ate Hay my Papa had to milk
a cow to make cheese After
that He had to mash it up and
and with it that. Chicken The
chicken was brown and they
laid egg in the Hay and they
ate chicken food.

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on the faum I also map Cheese
map out of Ma;+ke and Cottage
Cheese!

Score Point 1 ID:1570475887

The response has a minimal focus on the task. The content is insufficient; details are listed in random order, and descriptive elements associated with narrative writing are inconsistent (no use of dialogue) or minimally described ("The cow is Bluch and Withe".) The response shows little evidence of organization; there is a randomness to the listing of information about animals on the farm which lacks logical direction. A minimal introduction establishes a time and setting: "One day I whet to the faum to see faum animals." However, the response ends abruptly with no conclusion, and no transitions to give coherence to the writing. Word choice is extremely inadequate; evidence of descriptive language is insufficient; and there is an overall failure to connect with an audience beyond the simplest purpose. Student demonstrates no variety of sentence structures; sentences are simple, and each contains an error. Based on the length and complexity of the response, errors in grammar, usage, and mechanics noticeably interfere with the readability.