



## GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS?

### ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of understandings and misunderstandings of the task. The work is annotated against the standards cited for this task. The summaries explain how the student performed against the Common Core–aligned rubric and ideas for next instructional steps for each student.

Teacher Comments/Next Steps:				
	1	2	3	4
IDEAS (Double Weight)	<ul style="list-style-type: none"> <li>State an opinion</li> <li>List reasons</li> <li>Provide reasons that support the opinion</li> <li>Does not refer to texts</li> </ul>	<ul style="list-style-type: none"> <li>State an opinion</li> <li>Provide reasons</li> <li>Support reasons with facts and details</li> <li>Refer to details and examples in a text knowledgeably</li> </ul>	<ul style="list-style-type: none"> <li>State an opinion</li> <li>Provide logically ordered reasons</li> <li>Support reasons with facts and details</li> <li>Quote accurately from a text</li> </ul>	<ul style="list-style-type: none"> <li>Support claim with clear reasons, relevant evidence</li> <li>Use credible sources</li> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> </ul>
ORGANIZATION (Double Weight)	<ul style="list-style-type: none"> <li>Introduce the topic</li> <li>Create an organizational structure</li> <li>Provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a topic clearly</li> <li>Create an organizational structure in which related ideas are grouped to support the purpose</li> <li>Provide a concluding statement or section related to the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a topic clearly</li> <li>Create an organizational structure in which ideas are logically grouped to support the purpose</li> <li>Provide a concluding statement or section related to the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a claim</li> <li>Organize reasons and evidence clearly</li> <li>Provide a concluding statement or section that follows from the argument presented</li> </ul>
CONVENTIONS	<ul style="list-style-type: none"> <li>Use linking words and phrases to connect opinion and reasons</li> <li>Use few conventions of written English</li> </ul>	<ul style="list-style-type: none"> <li>Link opinions and reasons using words and phrases</li> <li>Use some conventions of written English</li> </ul>	<ul style="list-style-type: none"> <li>Link opinions and reasons using words, phrases, and clauses</li> <li>Use most conventions of written English</li> </ul>	<ul style="list-style-type: none"> <li>Use words, phrases, and clauses to clarify the relationships among the claim and reasons</li> <li>Establish and maintain a formal style</li> <li>Use conventions of written English consistently</li> </ul>
SOCIAL STUDIES CONTENT (Double Weight)	<ul style="list-style-type: none"> <li>A right is not selected from the three options to be added to the Student Bill of Rights</li> <li>An understanding of civics and citizenship is not apparent</li> </ul>	<ul style="list-style-type: none"> <li>The essay somewhat focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights</li> <li>An understanding of civics and citizenship, <b>including responsibilities</b>, is somewhat apparent</li> </ul>	<ul style="list-style-type: none"> <li>The essay focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights</li> <li>An understanding of civics and citizenship, <b>including responsibilities</b>, is apparent</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the topic through writing an essay that strongly focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights</li> <li>A strong understanding of civics and citizenship, <b>including responsibilities</b>, is apparent</li> </ul>

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Annotated Student Work

Level 4

An Additional Right

In the Citywide Standards, there are many reasonable rights that truly benefits all students. All of these rights are very important. But, I do think that one more right should be added. That right, is the right to carry cell phones to school.

Firstly, children should be able to reach their parents in case of an emergency. In an interview, done by Upfront Magazine, Elizabeth Lorris Ritter, who is a parent, says, "Teachers should be teaching, not spending precious time tagging and bagging confiscated electronics." In other words, she is saying that, teachers should be teaching, not taking away student cell phones. However, cell phones should only be used in case of an emergency, not to call friends or play games. This is a responsibility that students have to follow, or else, they could be suspended, or punished.

Secondly, students should be able to make emergency calls, when needed. When there is an emergency, the student needs to be able to contact their parents or even the police, if something occurs after school. A parent from the Bronx High School of Science says, "My children must have cell phones to contact me during emergencies."

Lastly, cell phones help ensure safety with parents. My dad tells me, "your cell phone is supposed to be used to communicate with us." During class, phones shouldn't be taken away, just turned off. Whenever you're in danger, and your parent finds out, then you want to let them know that you're safe or not.

In conclusion, I strongly believe that the CSAC should add the right right to carry a cell phone to school, to the Students Bill of Rights and Responsibilities. Plus, this happens to correlate with the rights on the Citywide Standards. All of the rights come with responsibilities and rules, just like cell phones in school. Under article 11, number 9-The Right to Freedom of Expression-the right to "be secure in their persons, papers and effects." A cell phone is an "effect." On the flip side, in article V number 5 – Student Responsibilities – students must "behave in a manner that contributes to a safe learning environment." Therefore, students must use the cell phones.

**Comment [TT1]:** Student introduces the topic and clearly states an opinion with the sentence, "That right, is the right to carry cell phones to school." W.5.1a

**Comment [t2]:** Student cites textual evidence to support a claim [RI.5.1] In doing this, the student provides detail to explain the opinion that is in accordance with the Citywide Standards. This occurs multiple times throughout the text. W.5.1b

**Comment [TT3]:** Student rephrases the quotation indicating that the student may not yet be using quotations to draw inferences from text. RI.5.1

**Comment [TT4]:** Student provides a counterclaim, which is above the expectations for this grade level. W.5.1

**Comment [t5]:** Student uses linking words such as; firstly, secondly, lastly, therefore. W.5.1c

**Comment [t6]:** Student provides more than two main ideas of a text. Facts and details are supported via direct quotes. W.5.1, RI.5.1 & RI.5.2

**Comment [TT7]:** Each body paragraph is organized clearly with reasons and evidence. Ideas are grouped together in a way that makes sense to the reader and supports the purpose of the writing. W.5.1

**Comment [t8]:** The student draws a clear conclusion based on a congruence between the Citywide Standards and the Bill of Rights. 5W.1d

**Comment [t9]:** Student references multiple sources. 5.RI.1

**Comment [TT10]:** The student shows evidence of clearly understanding the content taught during the unit. This is evident in the student's use of the Citywide Standards and the Bill of Rights. Additionally, as the student discusses responsibilities, the connection made is quite clear. RI.5.1

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Annotated Student Work**

**Grade 5 Opinion Summary and Next Steps – Level 4**

<b>Components of W.5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Introduce the topic clearly, state an opinion, and create an organizational structure.</b>	Student introduces the topic clearly by stating three reasons why students should be allowed the additional right of using cell phones in school.	Provide explicit criteria delineated in the standard in a checklist form to support student in developing a more extended and robust opening statement.
<b>Provide logically ordered reasons supported by facts and details.</b>	Student provides paraphrased details to support the three reasons provided. Student provides a counterclaim to the opinion, which is above grade level expectation.	
<b>Link opinion and reasons using words, phrases, and clauses.</b>	The student utilizes multiple linking words within a paragraph to connect evidence for several reasons.	
<b>Provide a concluding statement or section related to the opinion presented.</b>	Student provides a concluding statement directly related to the opinion presented.	Support student in underlining each point made in the essay. Help student develop the concluding section to include the connection between claim and counterclaim.

<b>Components of RI.5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	Student quotes from multiple texts, multiple times, throughout the opinion piece. The quoting conventions are generally accurate and help to explain the text.	Select two quotes or references from texts cited in the essay. Support student in using the two to develop inferences that support the opinion.

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Level 3

How would you feel if I told you, you could get paid for getting high grades on tests? You could be rich in a couple of weeks! If you like this idea that makes two of us. When students get paid for doing well on tests, it motivates them to do better, gets failing schools to be great schools and it makes students want to study and do well.

Paying students when they perform well on tests motivates them to do well. When a school in Ohio started the program they were a failing school, now when the students get paid they're one of the best schools in Ohio because the money motivates students. When the students get paid they want to do good on tests, they want to study and they want to learn. Lastly, when students get paid \$20 a subject they do better, why do you think so, they want the money!

When failing schools pay the students the schools become very good schools. The school who first started the program they were failing, now they are a top performing school in Ohio. Many failing schools in Ohio and Baltimore, now they are great schools after paying kids. Eric Bettingher created the program and many schools across America are doing the program to become a good school.

When students are doing bad on tests it's probably because they don't get a reward but when they get paid they do great. When students get paid they perform better on tests. More students pass state tests when they get paid. When they get paid they feel proud they did good and happy they got paid.

Some people may think paying students is a bad idea because may cause friction in the classroom. Well if it does there's two options, one is students should study harder to get more money, two is teachers can take away the student's money who's making fun of the others.

In conclusion, paying students for high grades is a great idea. It is because students are motivated by the money, it makes failing schools great schools and it makes kids want to study and learn.

**Comment [cpl1]:** The student introduces the topic clearly by stating three reasons why students should get paid for doing well in school, "it motivates them to do better, gets failing schools to be great schools and it makes students want to study and do well." W.5.1a

**Comment [cpl2]:** Student provides a reason for the opinion that is supported by paraphrased facts from text. Direct quotes from text would strengthen the arguments made throughout the essay. W.5.1b, RI.5.1

**Comment [cpl3]:** Student uses a linking word ("Lastly") to connect this reason to the other ideas in this paragraph. W.5.1c

**Comment [cpl4]:** Student provides a second reason for the opinion, utilizing more extensive facts from the text, although not quoted directly. W.5.1

**Comment [cpl5]:** Student attempts to use a detail to support an opinion, but does not quote from text to substantiate this. W.5.1

**Comment [cpl6]:** Student attempts to include a counterclaim, which, while not sufficiently substantiated, does exceed W.5.1 expectations.

**Comment [cpl7]:** Student provides a simple concluding statement directly related to the opinion presented. W.5.1

**Comment [TT8]:** Student identifies a right that should be included for students. However, the student neglects to relate this right strongly to civics and citizen ship. Connections made to the responsibilities of having this right would provide evidence of the student's understanding of the content. W.5.1 & RI.5.1

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**Grade 5 Opinion Summary and Next Steps – Level 3**

<b>Component of W5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Introduce the topic clearly, state an opinion, and create an organizational structure.</b>	Student introduces the topic clearly by stating three reasons why students should get paid for doing well in school. Student does not explain that this essay is in response to the question of which of three rights should be included in the Student's Bill of Rights.	
<b>Provide logically ordered reasons supported by facts and details.</b>	Student orders the reasons, and provides paraphrased details to support two of the three reasons provided. Student also attempts to provide a counterclaim to the opinion, which is above grade-level expectation.	Engage student in a color-coding system in which student highlights in individual colors each reason made in the essay (including counter-claim) and color-codes facts and details from the texts in matching colors.
<b>Link opinion and reasons using words, phrases, and clauses.</b>	The student utilizes one linking word within a paragraph to connect evidence for one reason.	Student could work on this skill after teacher is confident they are proficient with developing their reasons with supporting details.
<b>Provide a concluding statement or section related to the opinion presented.</b>	The student provides a simple concluding statement directly related to the opinion presented.	Show student a model of a strong concluding statement. Work with student to deconstruct the statement to determine what makes it a strong piece (i.e., a sentence that restates the topic, a sentence that restates each reason, and a sentence that connects the reason to the topic.) Provide support to student to develop a concluding section that uses the model as an outline for writing a strong concluding section.

<b>Component of W5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	Although the student used information from texts to support the opinion provided, the student neglects to quote accurately from a text.	Show an example of a published or student author quoting from another text. Engage student in determining why and how the author used quotations. Support student in choosing quotations from text that develop and support their argument.

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Level 2

Should students choose their own teachers? This is a debatable question. I personally believe that students should be allowed to choose their own teachers. Students are very good judge of character. When students choose their own teacher they will understand concepts better.

Students should be allowed to choose their own teacher. According to the article a survey was done. Approximately 2,000 students participated. The survey suggested that 87% of children knew the qualities of a good teacher.

The students understood that teaching can be very challenging. The teachers need to have a variety of skills in order to teach their students. The teacher needs to have more than just academic qualification. Teaching requires patience and understanding

The students need to be a part of the learning environment. Students are valuable and their point of views are different by everybody important. Therefore students should be able to choose their own teachers.

In conclusion, students should choose their own teachers. They are good judge of characters. They know what qualifies a good teacher. To add on they have great point of views.

**Comment [TT1]:** Student states an opinion by saying, "students should be allowed to choose their own teachers." W.5.1a

**Comment [TT2]:** Student sets up an organizational structure by previewing the details that will follow in the essay, "Students are very good judge of character" and "When students choose their own teacher they will understand concepts better." W.5.1a

**Comment [TT3]:** Student refers to details from a text, "The survey suggested that 87% of children knew the qualities of a good teacher," as opposed to quoting accurately from a text. RI.5.1

**Comment [TT4]:** Student provides reasons, attempting to link them to the opinion. However, "teaching requires patience and understanding" suggests an incomplete understanding of the purpose of adding reasons to an opinion piece. W.5.1a

**Comment [TT5]:** Student uses a linking word that shows a relationship between reasons and the opinion. W.5.1

**Comment [TT6]:** Student attempts to support reasons with facts and details by stating, "Students are valuable and their point of views are different by everybody important." However, this shows a lack of understanding because the details do not accurately support the reason or, therefore, the opinion. W.5.1b

**Comment [TT7]:** Student provides a concluding section related to the opinion by stating, "In conclusion, students should choose their own teachers" and providing a summary of the points. W.5.1d

**Comment [TT8]:** The writer chooses a right that should be granted to students. However, this right is not connected back to an understanding of civics and citizenship. The student neglects to discuss the right and its responsibilities in the pieces. W.5.1

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**Grade 5 Opinion Summary and Next Steps – Level 2**

<b>Components of W.5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Introduce the topic clearly, state an opinion, and create an organizational structure.</b>	Student states an opinion and begins to set up an organizational structure for the piece. However, the topic of the essay is not clearly stated, as the student does not clearly address the focus of the task.	Support student in deconstructing the task. Engage student in highlighting or underlining meaningful words or phrases and then restating in the essay.
<b>Provide logically ordered reasons supported by facts and details.</b>	Student begins by determining the organizational structure, but this structure is not followed throughout the rest of the essay. Facts are supported by minimal detail.	Provide an organizational graphic organizer to student (i.e., boxes and bullets.) Support student in adding details from texts by completing the graphic organizer.
<b>Link opinion and reasons using words, phrases, and clauses.</b>	Student struggles to connect reasons and opinions. Although a linking word (“Therefore”) is used, it does not help the reader make necessary connections.	Although it is clear that student would benefit from support, the priority is working towards mastery on stating the topic and providing reasons supported by facts from texts. Appropriate linking phrases may not be apparent to the student until they have more fully developed their argument.
<b>Provide a concluding statement or section related to the opinion presented.</b>	Student provides a concluding section that restates the points the student attempted to make in the essay.	Although it is clear that student would benefit from support, the priority is working towards mastery on stating the topic and providing reasons supported by facts from texts.

<b>Components of RI.5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	Although the student refers to a text, there are no quotes taken directly from the texts.	Show an example of a published or student author quoting from another text. Engage students in determining why and how the author used quotations. Support student in choosing quotations from text that develop the piece.



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Level 1

Students Should Pick their own teachers

Students should have the right to pick their teachers and in this essay I goin to tell you why I feel this was so grab a cup of water because you are not want to leve your seats.

Student should have the right to pick their teacher because student see a good, bad, nice, and not nice teacher when the principal is hair in the teacher she/he only see the nice side but when they get in the class room they are as mean as a mother baer seeing a human near it and Students can see that in the interview and we students have good Question to aks the teacher. Now if you did not love that resson you are going to love the next one.

Students will take away right from teachers the teachers will have to show the the student that they can be a enjoyable teacher we will ask question that the teacher will have to answer wisly. The last think I have to say the class will be more focus because we have the teacher we like and student should have the right due process and its will take a big part in that so agree with me.

So sinc you know my resson don't you agree with me that student should pick their teachers.

**Comment [TT1]:** Student states an opinion by writing, "Students should have the right to pick their teachers." W.5.1a

**Comment [TT2]:** Student lists a reason, "students see a good, bad nice, and not nice teacher," but neglects to support the reason with facts and details from a designated text. W.5.1b

**Comment [cpl3]:** Student attempts to transition between paragraphs ("Now if you did not love that resson you are going to love the next one"), but does so using phrasing not appropriate to grade level. W.5.1c

**Comment [cpl4]:** The student uses a linking phrase to connect ideas ("The last think I have to say...") W.5.1c

**Comment [cpl5]:** The student provides a reason ("class will be more focus because we have the teacher we like and student should have the right due process"), but does not support the statement with facts or details. W.5.1b

**Comment [TT6]:** Student organizes the essay by including a separate paragraph for each topic. W.5.1a

**Comment [TT7]:** The student does not refer to texts to support the writing. RI.5.1

**Comment [TT8]:** The student attempts a concluding statement. W.5.1d

**Comment [TT9]:** The student chooses an right from those presented and states the opinion that "students should have the right to pick their teachers." However, there is a lack of evidence that the student understands the concepts of civics and citizenship since there is no mention of the readings or connection to responsibilities. RI.5.1

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**Grade 5 Opinion Summary and Next Steps – Level 1**

<b>Component of W5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Introduce the topic clearly, state an opinion, and create an organizational structure.</b>	Student states an opinion, but does not introduce the topic. Student also attempts to create a structure through paragraphing, but does not fully develop the ideas posited in those paragraphs.	Review the components of an introduction. Provide a model and scaffolds that detail the process more explicitly to the student. Additionally, provide supports, such as a web graphic organizer, to aid in developing ideas more fully and clearly throughout essays.
<b>Provide logically ordered reasons supported by facts and details.</b>	While student does provide reasons, there is no evidence that the reasons are ordered in a logical way, nor are the reasons substantiated by facts and details from texts.	Provide supports that help student organize reasons more logically. Student may write each idea on a separate strip of paper and then manipulate the strips in order to develop an appropriate organizational structure. Additionally, student may use the strips to ensure that each reason has a supporting fact or detail from texts.
<b>Link opinion and reasons using words, phrases, and clauses.</b>	Student attempts to use linking words and phrases, but not at a grade-appropriate level.	Although it is clear that student would benefit from support, the priority is to work towards mastery on stating the topic and providing reasons supported by facts from texts.
<b>Provide a concluding statement or section related to the opinion presented.</b>	Student attempts a concluding statement that is generally related to the topic.	Although it is clear that student would benefit from support, the priority is to work towards mastery on stating the topic and providing reasons supported by facts from texts.
<b>Components of RI.5.1</b>	<b>Summary</b>	<b>Next steps</b>
<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	Student neglects to use text evidence in the piece. There is neither quoting from nor reference to any text.	Support student by viewing the writing piece next to the article. Encourage student to highlight a reason in the writing piece. Then, return to the article to highlight a quote that supports the reasons. Support student in continuing through the whole piece, possibly color-coding.