

Writing Grade 5 E

Grade Level Standard(s):

C.5.1

Materials:

- Writing 5 E Therapy Dog Research
- Writing 5 E Therapy Dog Research Picture Board
- Writing 5 E Narmada’s Introduction
- Writing 5 E Attainment Task Questions for Student Use

Response Code:

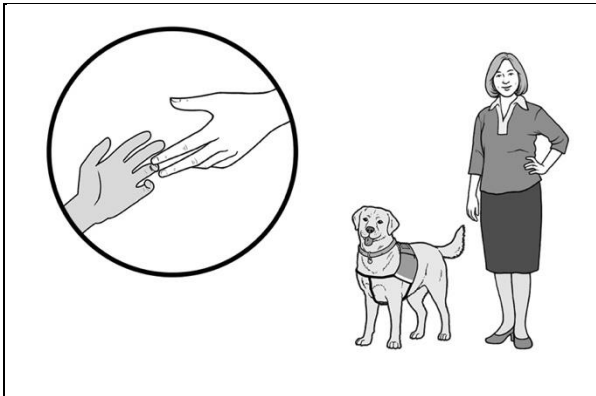
- Indicate the answer provided by the student.

Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

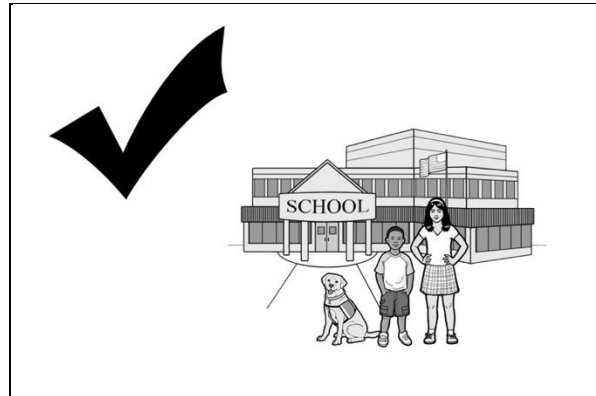
a.

There are many ways that therapy dogs help teachers.



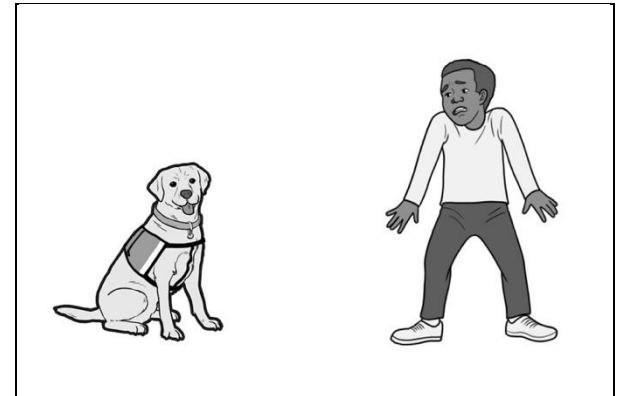
b.

There are many reasons why it is good to have therapy dogs in schools.



c.

There are many students who are afraid of dogs.



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the supplemental material Writing 5 E Attainment Task Questions for Student Use.

“Narmada has been asked to write an opinion essay about therapy dogs. She is writing in support of therapy dogs in school. She is writing her body paragraph.”

Explain to the student that they will be reading a passage to use as a basis for research. Present the student with Writing 5 E Therapy Dog Research (Writing 5 E Therapy Dog Research Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Writing 5 E Therapy Dog Research.

Present the student with Writing 5 E Narmada’s Introduction. Have the student read, or read to the student, the passage Writing 5 E Narmada’s Introduction.

1. “Based on what she has already written, what is the best topic sentence for her body paragraph?”

Response Option	Response Rationale
a. There are many ways that therapy dogs help teachers.	<i>The student selects a detail but not one that supports the breadth of the topic.</i>
b. There are many reasons why it is good to have therapy dogs in schools. (Correct)	<i>The student selects a topic sentence that is inclusive of the breadth of the writer’s topic.</i>
c. There are many students who are afraid of dogs.	<i>The student selects a statement but not one that supports the opinion of the writer.</i>
Depth of Knowledge (DOK) 2	

a.

First,

b.

Therefore,

c.

Next,

If needed, remind the student about the task scenario by rereading, “Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her body paragraph.”

“Narmada’s topic sentence is: ‘There are many reasons why it is good to have therapy dogs in schools.’”

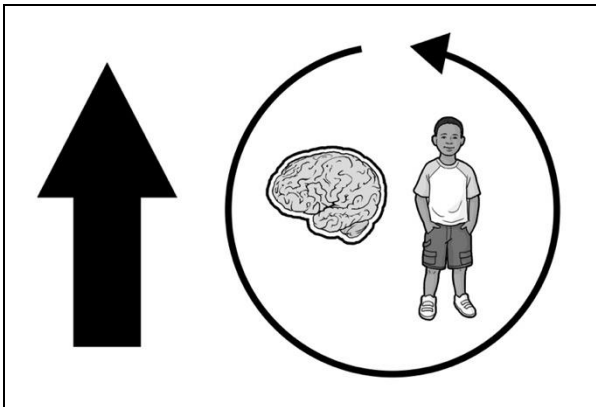
Present the student with the **student response options (on opposite page)**.

2. “Narmada writes the second sentence, ‘Therapy dogs decrease worry in some students.’ Which transition would improve the flow of this sentence?”

Response Option	Response Rationale
a. First, (Correct)	<i>The student correctly selects a sentence transition that cues the reader what the structure of the paragraph will be and that this is the first supporting detail.</i>
b. Therefore,	<i>The student selects a sentence transition but not one that follows logically from the topic sentence.</i>
c. Next,	<i>The student selects a sentence but does not realize it is a transition for the second sentence.</i>
Depth of Knowledge (DOK) 1	

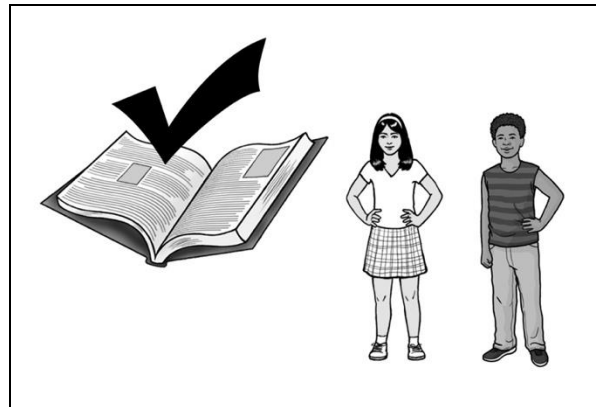
a.

“Not only does learning improve, but so does behavior.”



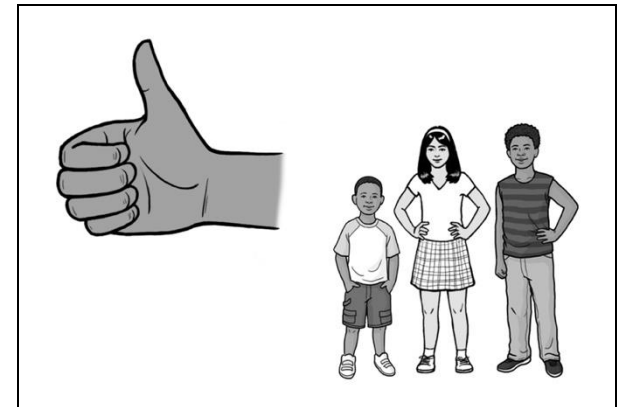
b.

“Therapy dogs help students understand what they are reading.”



c.

“Students relax because they enjoy being with the dogs.”



If needed, remind the student about the task scenario by rereading, “Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her body paragraph.”

If needed, reread Writing 5 E Therapy Dog Research to the student.

3. “Which quote from the article supports the idea that therapy dogs decrease (lower) worry?”

Response Option	Response Rationale
a. “Not only does learning improve, but so does behavior.”	<i>The student selects a sentence that is plausible but does not realize that it is not the best response as it does not relate directly to decreasing worry.</i>
b. “Therapy dogs help students understand what they are reading.”	<i>The student selects a sentence that is plausible but not the best response as it does not relate directly to decreasing worry.</i>
c. “Students relax because they enjoy being with the dogs.” (Correct)	<i>The student correctly selects a quote that indicates a decrease in worry in students.</i>
Depth of Knowledge (DOK) 2	

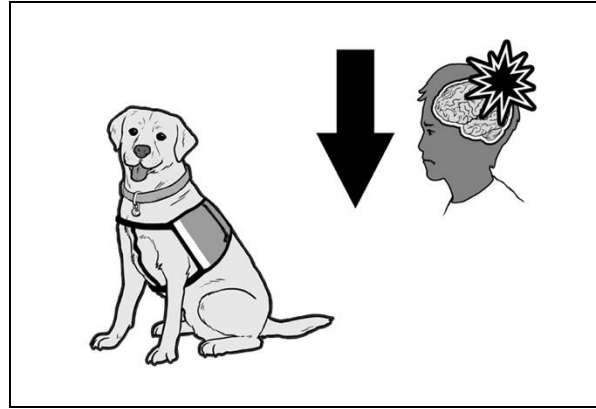
a.

Therapy dogs help students learn better.



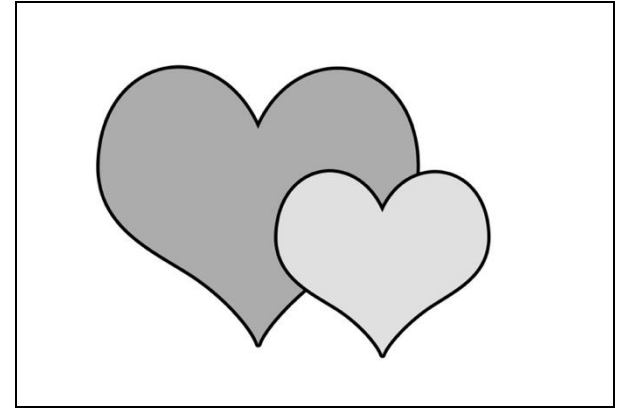
b.

Therapy dogs decrease students' worry.



c.

Therapy dogs teach students patience and kindness.



If needed, remind the student about the task scenario by rereading, “Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her body paragraph.”

If needed, reread Writing 5 E Therapy Dog Research to the student.

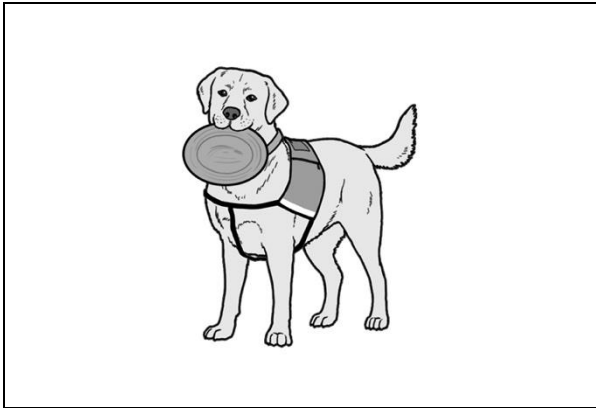
“Narmada wants to include an additional detail to support her opinion. She found the quote ‘reading scores improve when students read aloud to dogs for 10-15 minutes per day’ to support the additional detail.”

4. “Which detail(s) from the text **best** supports Narmada’s opinion that therapy dogs have many positive effects on students?”

Response Option	Response Rationale
a. Therapy dogs help students learn better. (Correct)	<i>The student correctly selects the response that most strongly supports the writer’s opinion that it is good to have therapy dogs in school.</i>
b. Therapy dogs decrease students’ worry.	<i>The student selects a sentence that is plausible but not the best response to support the writer’s opinion that it is good to have therapy dogs in school.</i>
c. Therapy dogs teach students patience and kindness.	<i>The student selects a sentence that is plausible but not the best response to support the writer’s opinion that it is good to have therapy dogs in school.</i>
Depth of Knowledge (DOK) 3	

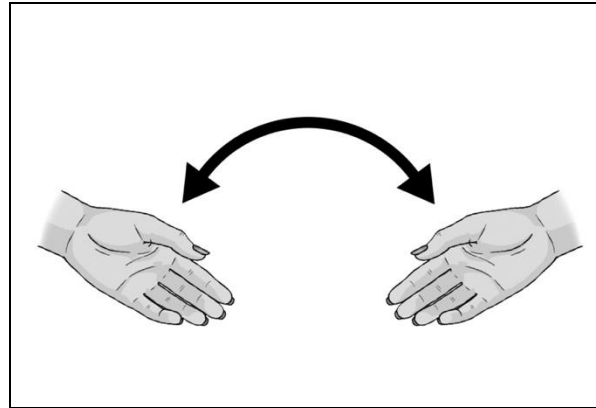
a.

“Others fret about students ignoring their teachers, to play with the dog.”



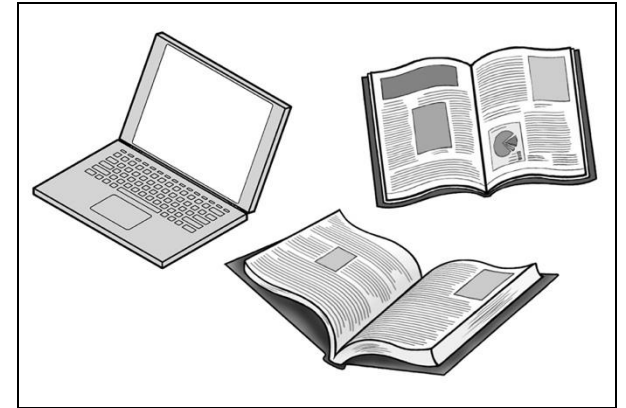
b.

“When dogs are in the classroom, students learn to share, take turns, and wait patiently.”



c.

“There is a lot of research on this topic.”



If needed, remind the student about the task scenario by rereading, “Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her body paragraph.”

If needed, reread Writing 5 E Therapy Dog Research to the student.

“Narmada wants to add one more fact to her paper about how therapy dogs help students.”

5. “Which quote from the text is another fact supporting Narmada’s opinion that therapy dogs help students in school?”

Response Option	Response Rationale
a. “Others fret about students ignoring their teachers, to play with the dog.”	<i>The student incorrectly selects a quote that is plausible but does not support the writer’s opinion that therapy dogs help students in school.</i>
b. “When dogs are in the classroom, students learn to share, take turns, and wait patiently.” (Correct)	<i>The student correctly selects a quote that supports the writer’s opinion that therapy dogs help students in school.</i>
c. “There is a lot of research on this topic.”	<i>The student incorrectly selects a quote that does not relate to therapy dogs in school.</i>
Depth of Knowledge (DOK) 1	

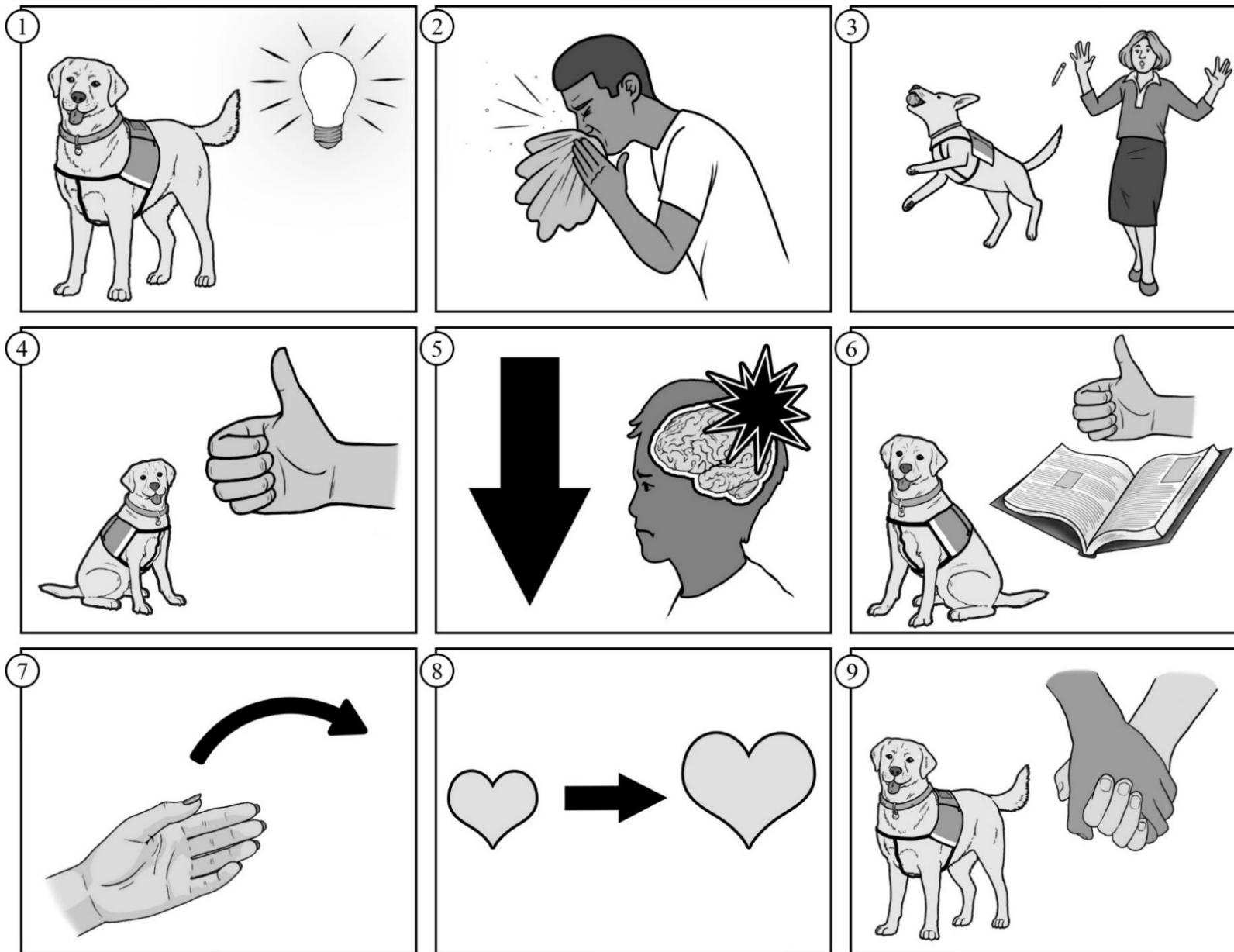
Writing 5 E Therapy Dog Research

¹The use of therapy dogs in schools is an exciting idea. There is a lot of research on this topic. ²Some groups worry about allergies to, or fear of, dogs. ³Others fret about students ignoring their teachers to play with the dog. However, the data says having therapy dogs in the classroom may cause good outcomes for kids.

⁴When therapy dogs are in the classroom, students benefit. Some kids fear giving a wrong answer. Others stress about saying a word wrong. ⁵Therapy dogs in school help them worry less. Students relax because they enjoy being with the dogs. Therapy dogs help students understand what they are reading. ⁶Reading scores are better when students read aloud to the dogs for 10-15 minutes per day.

Not only does learning improve, but so does behavior. ⁷When dogs are in the classroom, students learn to share, take turns, and wait patiently. ⁸They also learn empathy; understanding about how others feel.

Therapy dogs make it easy to enjoy school. ⁹They help students learn more and get along better with others. They also help students focus more on the dogs and less on making a mistake.



Writing 5 E Therapy Dog Research Picture Board

Writing 5 E Narmada's Introduction

There are two opinions about having therapy dogs in school. Some may say therapy dogs can distract students. In my opinion, therapy dogs are good for students. They help students enjoy school by reducing worry. Let's investigate how therapy dogs benefit students.

Writing 5 E Attainment Task Questions for Student Use

1. Based on what she has already written, what is the best topic sentence for her body paragraph?
2. Narmada writes the second sentence. “Therapy dogs decrease worry in some students.” Which transition would improve the flow of this sentence?
3. Which quote from the article supports the idea that therapy dogs decrease (lower) worry?
4. Which detail is **best** supported by this quotation?
5. Which quote from the text is another fact supporting Narmada’s opinion that therapy dogs help students in school?

Kentucky Academic Standard: C.5.1 - Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

Alternate Assessment Target: *Alternate Assessment Target: Limit full standard to a given opinion (Interpreting elements of composition as they are related to a given opinion):* a. No further limitations b. No further limitations c. No further limitations d. No further limitations e. No further limitations f. No further limitations

Student Group	Number of Students*	Percent Correct #1	Percent Correct #2	Percent Correct #3	Percent Correct #4	Percent Correct #5
All students	576	39.58%	34.20%	47.74%	31.08%	37.15%
Gender						
Female	201	37.81%	30.35%	48.76%	21.89%	40.80%
Male	375	40.53%	36.27%	47.20%	36.00%	35.20%
Ethnicity						
African American	68	47.06%	27.94%	38.24%	35.29%	47.06%
American Indian or Alaska Native	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Asian	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Hispanic or Latino	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Native Hawaiian or Pacific Islander	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
White (non-Hispanic)	412	40.05%	36.65%	49.51%	32.52%	36.41%
Two or More Races	87	33.33%	28.74%	45.98%	22.99%	34.48%
English Learner	38	44.74%	21.05%	28.95%	21.05%	28.95%
Economically Disadvantaged	405	41.23%	33.33%	48.15%	32.10%	39.01%

*Number of Students that attempted the item