

Kentucky Summative Assessments



Grade 5 On Demand Writing Released Prompt 2024



Directions: Read the passages and answer the following question.

Language Learning

by Jamie Ducharme

adapted by TFK editors

- 1 Learning a new language can be tricky at any age. But in a recent study, scientists have pinpointed the exact age at which your chances of reaching fluency in a new language seem to quickly drop off: 10. Does this mean you should quit your French class if you're older than 10? *Non!*
- 2 The study appeared in the journal *Cognition*. It found that it's "nearly impossible" to reach fluency if you start learning a language after age 10. That's not because language skills start to go downhill. "You're still learning fast," says Joshua Hartshorne, one of the study's coauthors. "It's just that you run out of time, because your ability to learn starts dropping at around 17 or 18 years old." People who start learning a new language after age 10 may still become quite good, the authors say. But they are unlikely to become fluent.

A Child's Mind

- 3 Kids may be better than adults at learning new languages for many reasons. Children's brains are more adaptable than those of adults. This means they're better able to respond to new information. "All learning involves the brain changing," Hartshorne says. "Children's brains seem to be a lot more adept at changing."
- 4 Kids may also be more willing than adults to try new things. And while adults tend to fall back on the rules and patterns of their first language, kids are able to approach a new one with a blank slate.

Behind the Study

- 5 For the study, the researchers created an online quiz. It promised to guess people's native language, dialect, and home country, based on their responses to English grammar questions. At the end of the quiz, people entered their actual native language. They also reported if and when they had learned any other languages and where they had lived. Nearly 670,000 people took the quiz. This gave researchers huge amounts of data from English speakers of many ages and backgrounds. Analyzing people's responses and grammar mistakes allowed them to draw conclusions about language learning.
- 6 The findings also offer ideas for adults hoping to pick up a new language. Researchers found that people did better when they learned by immersion rather than only in a classroom. Moving to a place where your chosen language is spoken all the time is the best way for adults to learn.



- 7 Learners of all ages can search out native speakers in their community to talk with. By creating an immersive environment, it's possible to become good at speaking a new language. Now *that's* worth talking about!

Ducharme, J. (2019, January 19). Language learning. *TIME for Kids*. Adapted from *TIME* by *TIME for Kids* editors. Retrieved from <https://www.timeforkids.com>

"Language Learning" by Jamie Ducharme for *TIME*, adapted by *TFK* editors, *TIME for Kids*, Jan. 18, 2019. © 2019 TIME, Inc.



Directions: Read the passages and answer the following question.

from “How Important Is Knowing a Foreign Language?”

by Jeremy Engle

- 1 Have you ever studied a foreign language? Do you think it’s still necessary to do so?
- 2 Isn’t it easy to find people who speak English in other countries if you really need to communicate with someone? And aren’t there translation apps for your phone you can download anyway?
- 3 What is the value of knowing more than one language in the 21st century? Is it really worth the time, effort and investment?
- 4 In “Do You Speak My Language? You Should,” Bénédicte de Montlaur writes:

In January, the Modern Language Association made an astonishing announcement in *The Chronicle of Higher Education*: From 2013 to 2016, colleges across the United States cut 651 foreign language programs. French was the hardest hit, losing 129 programs, followed by Spanish with 118, German with 86 and Italian with 56. Once these programs close, they are very hard to reopen.

According to a Pew study from last year, only 20 percent of K–12 students in America study a foreign language (compared with an average of 92 percent in Europe), and only 10 states and the District of Columbia make foreign-language learning a high school graduation requirement.

The decline in language education could have devastating effects for generations to come. With fewer options for learning a foreign language in school, a sharp decrease in interest is likely to follow. According to the Modern Language Association, enrollment in college-level foreign-language courses dropped 9.2 percent from 2013 to 2016.

The association says these changes are most likely a direct result of the 2008 recession, which hit foreign-language degree programs harder than many other humanities programs. As programs shrink so does the supply of qualified teachers. It’s a vicious cycle. . . .

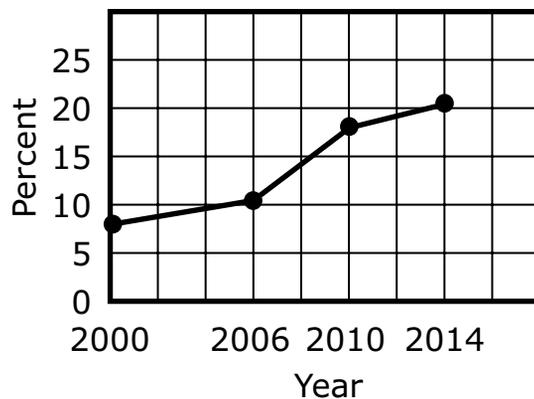
- 5 The article concludes:

If Americans want the next generation to be active participants in a multilingual world, dual-language and multicultural education is crucial. Government spending on foreign-language education and the education of qualified foreign-language teachers needs to

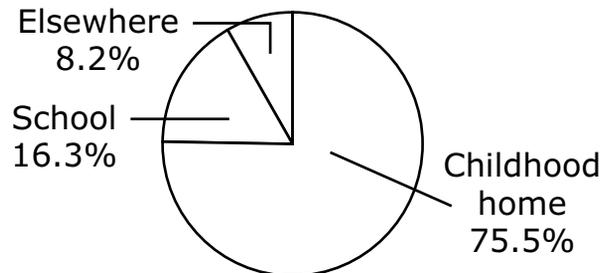
increase. More states need to enforce language-education requirements. Colleges need to recognize the importance of their foreign-language education programs. In turn, more parents, students and teachers need to lobby for language programs.

The necessity of foreign-language education could not be clearer right now. The future in America, and everywhere, is multilingual. And so is the present.

**Percentage of English-Speaking Adults
Who Report Speaking Another
Language "Well" or "Very Well,"
2000-2014**



**Where English-Speaking Adults Who
Are Fluent in Another Language
Acquired the Non-English Language,
2006**



Source: American Academy of Arts and Sciences, Humanities Indicators



Engle, J. (2019, March 29). How important is knowing a foreign language? *The New York Times*. Retrieved from <https://www.nytimes.com>

From "How Important is Knowing a Foreign Language?" by Jeremy Engle, *The New York Times*, March 29, 2019. © 2019 New York Times Company.

1

WR914856380

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Second Languages for Elementary School Students

In your opinion, what are the most important reasons to teach a second language to elementary school students? Write a well-organized essay stating your opinion. Support your opinion with evidence from the texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
On-Demand Writing

Item: WR914856380#SCORE_TRAIT_CC
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
Trait: Clarity and Coherence

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
<i>All Students</i>	13,896	55.4%	4.43	2%	0%	14%	10%	29%	16%	18%	8%	3%
<i>Gender</i>												
Female	6,559	59.0%	4.72	1%	0%	11%	8%	28%	17%	21%	10%	4%
Male	7,337	52.2%	4.18	3%	0%	16%	11%	30%	14%	16%	6%	2%
<i>Ethnicity</i>												
African American	1,576	46.1%	3.68	3%	0%	23%	15%	36%	10%	9%	4%	1%
American Indian or Alaska Native	17	44.9%	3.59	6%	0%	18%	18%	35%	12%	12%	0%	0%
Asian	337	64.7%	5.17	1%	0%	9%	6%	19%	17%	23%	16%	9%
Hispanic or Latino	1,545	49.4%	3.95	3%	0%	18%	13%	33%	13%	12%	5%	2%
Native Hawaiian or Pacific Islander	29	59.5%	4.76	0%	0%	7%	21%	24%	10%	21%	10%	7%
White (non-Hispanic)	9,647	57.7%	4.62	2%	0%	11%	9%	28%	17%	21%	9%	4%
Two or more races	744	53.9%	4.31	2%	0%	16%	10%	29%	16%	17%	6%	4%
<i>Migrant</i>												
Migrant	108	46.6%	3.73	5%	0%	24%	13%	29%	15%	8%	5%	2%
<i>English Learner</i>												
English Learner	1,365	42.3%	3.38	5%	0%	26%	17%	33%	10%	6%	2%	0%
<i>Economically Disadvantaged</i>												
Economically Disadvantaged	9,054	51.5%	4.12	3%	0%	17%	12%	31%	15%	15%	6%	2%
<i>Students with Disabilities</i>												
Students with Disabilities	3,355	40.5%	3.24	5%	0%	34%	16%	28%	7%	7%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
On-Demand Writing

Item: WR914856380#SCORE_TRAIT_LC
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
Trait: Language Conventions

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
<i>All Students</i>	13,896	56.3%	4.50	2%	0%	12%	9%	31%	15%	19%	9%	3%
<i>Gender</i>												
Female	6,559	59.8%	4.78	1%	0%	9%	8%	29%	16%	22%	11%	4%
Male	7,337	53.1%	4.25	3%	0%	14%	10%	33%	14%	16%	7%	2%
<i>Ethnicity</i>												
African American	1,576	46.9%	3.75	3%	0%	20%	15%	37%	10%	10%	4%	1%
American Indian or Alaska Native	17	46.3%	3.71	6%	0%	18%	6%	35%	35%	0%	0%	0%
Asian	337	64.8%	5.18	1%	0%	7%	5%	21%	17%	27%	15%	7%
Hispanic or Latino	1,545	49.9%	3.99	3%	0%	17%	12%	38%	12%	13%	5%	2%
Native Hawaiian or Pacific Islander	29	64.2%	5.14	0%	0%	3%	14%	28%	10%	17%	21%	7%
White (non-Hispanic)	9,647	58.6%	4.68	2%	0%	10%	8%	29%	16%	21%	10%	4%
Two or more races	744	55.3%	4.42	2%	0%	13%	9%	32%	14%	18%	7%	4%
<i>Migrant</i>												
Migrant	108	48.4%	3.87	5%	0%	16%	15%	34%	16%	9%	5%	1%
<i>English Learner</i>												
English Learner	1,365	43.1%	3.45	5%	0%	22%	16%	38%	10%	6%	2%	0%
<i>Economically Disadvantaged</i>												
Economically Disadvantaged	9,054	52.5%	4.20	3%	0%	15%	12%	34%	14%	15%	6%	2%
<i>Students with Disabilities</i>												
Students with Disabilities	3,355	41.9%	3.35	5%	0%	29%	18%	30%	7%	7%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
On-Demand Writing

Item: WR914856380#SCORE_TRAIT_Organization
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
Trait: Organization

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
<i>All Students</i>	13,896	54.2%	4.33	2%	0%	19%	10%	24%	14%	19%	8%	3%
<i>Gender</i>												
Female	6,559	58.0%	4.64	1%	0%	15%	9%	23%	15%	23%	10%	4%
Male	7,337	50.8%	4.06	3%	0%	23%	11%	24%	14%	16%	6%	2%
<i>Ethnicity</i>												
African American	1,576	43.2%	3.46	3%	0%	34%	15%	24%	10%	9%	3%	1%
American Indian or Alaska Native	17	44.1%	3.53	6%	0%	18%	18%	35%	18%	6%	0%	0%
Asian	337	63.9%	5.11	1%	0%	12%	6%	16%	14%	29%	16%	7%
Hispanic or Latino	1,545	47.4%	3.79	3%	0%	26%	14%	27%	10%	14%	5%	2%
Native Hawaiian or Pacific Islander	29	62.1%	4.97	0%	0%	10%	7%	31%	7%	21%	21%	3%
White (non-Hispanic)	9,647	56.8%	4.55	2%	0%	16%	9%	23%	15%	22%	9%	4%
Two or more races	744	52.8%	4.22	2%	0%	21%	10%	24%	16%	18%	6%	3%
<i>Migrant</i>												
Migrant	108	45.4%	3.63	5%	0%	31%	12%	22%	12%	14%	4%	1%
<i>English Learner</i>												
English Learner	1,365	39.9%	3.19	5%	0%	36%	16%	25%	9%	7%	2%	0%
<i>Economically Disadvantaged</i>												
Economically Disadvantaged	9,054	49.9%	3.99	3%	0%	24%	12%	25%	13%	16%	6%	2%
<i>Students with Disabilities</i>												
Students with Disabilities	3,355	38.3%	3.07	5%	0%	44%	14%	20%	6%	7%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
On-Demand Writing

Item: WR914856380#SCORE_TRAIT_Sourcing
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
Trait: Sourcing

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
<i>All Students</i>	13,896	41.9%	3.35	2%	0%	39%	19%	17%	11%	6%	3%	2%
<i>Gender</i>												
Female	6,559	44.5%	3.56	1%	0%	35%	20%	17%	12%	8%	4%	2%
Male	7,337	39.5%	3.16	3%	0%	43%	18%	17%	10%	5%	3%	1%
<i>Ethnicity</i>												
African American	1,576	34.7%	2.78	3%	0%	55%	17%	14%	6%	3%	1%	1%
American Indian or Alaska Native	17	33.1%	2.65	6%	0%	53%	18%	12%	12%	0%	0%	0%
Asian	337	51.5%	4.12	1%	0%	25%	16%	16%	18%	11%	9%	5%
Hispanic or Latino	1,545	36.4%	2.91	3%	0%	49%	19%	14%	7%	4%	2%	1%
Native Hawaiian or Pacific Islander	29	44.4%	3.55	0%	0%	31%	34%	10%	7%	10%	3%	3%
White (non-Hispanic)	9,647	43.7%	3.50	2%	0%	36%	19%	18%	12%	7%	4%	2%
Two or more races	744	40.2%	3.22	2%	0%	42%	21%	16%	10%	5%	3%	1%
<i>Migrant</i>												
Migrant	108	33.0%	2.64	5%	0%	56%	23%	7%	5%	3%	1%	1%
<i>English Learner</i>												
English Learner	1,365	31.1%	2.49	5%	0%	60%	18%	11%	3%	2%	0%	0%
<i>Economically Disadvantaged</i>												
Economically Disadvantaged	9,054	38.3%	3.06	3%	0%	46%	19%	16%	9%	4%	2%	1%
<i>Students with Disabilities</i>												
Students with Disabilities	3,355	31.3%	2.51	5%	0%	63%	13%	12%	4%	2%	1%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 5
On-Demand Writing

Item: WR914856380#SCORE_TRAIT_Support
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
Trait: Support

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
<i>All Students</i>	13,896	54.0%	4.32	2%	0%	16%	10%	29%	16%	16%	7%	3%
<i>Gender</i>												
Female	6,559	57.5%	4.60	1%	0%	12%	8%	29%	18%	19%	9%	4%
Male	7,337	50.9%	4.07	3%	0%	19%	11%	30%	15%	14%	5%	2%
<i>Ethnicity</i>												
African American	1,576	44.5%	3.56	3%	0%	28%	13%	34%	11%	7%	3%	1%
American Indian or Alaska Native	17	43.4%	3.47	6%	0%	18%	24%	29%	18%	6%	0%	0%
Asian	337	62.7%	5.01	1%	0%	11%	6%	20%	18%	21%	14%	8%
Hispanic or Latino	1,545	48.3%	3.86	3%	0%	21%	13%	32%	13%	11%	5%	1%
Native Hawaiian or Pacific Islander	29	61.2%	4.90	0%	0%	7%	10%	31%	14%	21%	10%	7%
White (non-Hispanic)	9,647	56.3%	4.50	2%	0%	13%	9%	29%	18%	19%	8%	4%
Two or more races	744	52.7%	4.22	2%	0%	18%	10%	29%	17%	15%	6%	3%
<i>Migrant</i>												
Migrant	108	46.4%	3.71	5%	0%	23%	15%	29%	13%	9%	6%	0%
<i>English Learner</i>												
English Learner	1,365	41.1%	3.29	5%	0%	29%	17%	31%	10%	5%	2%	0%
<i>Economically Disadvantaged</i>												
Economically Disadvantaged	9,054	50.1%	4.01	3%	0%	20%	11%	31%	15%	13%	5%	2%
<i>Students with Disabilities</i>												
Students with Disabilities	3,355	38.9%	3.11	5%	0%	39%	15%	26%	8%	5%	2%	1%

KAS Opinion Rubric--5th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Note: *In 5th grade, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (C.5.1) The shift to composing arguments begins in 6th grade.*

Scoring Element	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Clarity and Coherence	States an opinion that may lack focus or be unclear . Misses many or all demands of the prompt.	States a general opinion that addresses the prompt, but may have lapses in focus. Attempts to address some demands of the prompt.	Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt.	Introduces and maintains a clear, credible and coherent opinion. Thoroughly addresses all demands of the prompt.
Support	Includes minimal or no purposeful support of opinion with reasons. Provides incomplete, inaccurate and/or irrelevant explanation of reasons. Provides minimal or unrelated facts and details to support the reasons.	Attempts to support opinion with reasons. Provides vague and/or general explanation of reasons. Provides vague and/or general facts and details to support the reasons.	Supports opinion with logical reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.	Thoroughly supports opinion with logical reasons. Provides carefully selected explanation of reasons to strengthen the opinion . Provides reasons that are thoughtfully linked to facts and details to support the opinion.
Sourcing	Uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the opinion. Cites little or no evidence. Little or no use of quoting, summarizing and/or paraphrasing of facts and details.	Uses a minimum of two provided sources to attempt to support the opinion. Inconsistently cites evidence. Attempts to quote, summarize and/or paraphrase facts and details.	Accurately and effectively uses a minimum of two provided sources to support the opinion. Effectively cites evidence by quoting, summarizing and/or paraphrasing facts and details.	Accurately and skillfully uses a minimum of two provided sources to support the opinion. Consistently and thoroughly cites evidence by quoting, summarizing and/or paraphrasing facts and details.
Organization	Creates minimal or no overall structure. Ineffectively organizes an opinion with reasons that are supported by facts and details. Makes minimal or no attempt to use transitions to connect the opinion, reasons and evidence. Provides a weak conclusion section or lacks a conclusion section to support the opinion.	Attempts to create a structure for the opinion. Organizes introduction of the topic and states an opinion with reasons that are supported by facts and details, but contains some lapses that disrupt the cohesion or are inappropriate . Attempts to use transitions to connect the opinion, reasons and evidence, but they are simple and infrequent . Provides a conclusion section in an attempt to support the opinion.	Creates and maintains a clear structure to develop the opinion. Logically organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Uses effective transitions to connect the opinion, reasons and evidence. Provides a logical conclusion section to support the opinion.	Creates and maintains a sophisticated structure to develop the opinion. Skillfully organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Consistently uses a variety of transitions to create a strong connection between the opinion, reasons and evidence. Provides a thorough conclusion to support the opinion.
Language / Conventions	Lacks or uses an inappropriate formal tone or voice. Lacks the development of task appropriate writing. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.	Uses a weak formal tone or voice and/or has lapses in appropriate tone or voice. Attempts to develop task appropriate writing. Attempts appropriate word choice. Makes frequent errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains an appropriate formal tone or voice. Establishes and maintains task appropriate writing. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.	Consistently establishes and maintains a sophisticated formal tone or voice. Consistently establishes and maintains sophisticated , task appropriate writing. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing.

Anchor Set

A1

the most important reasons to teach a second language to elementary school students are they could go to a spanish class ,french class, and there is a whole other language clases to learn about those are the only two classes that i can think of.

Anchor Annotation, Paper 1

Score Points 1,1,1,1,1

Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It identifies some language classes (*they could go to spanish class, french class*) that a student could take, but it does not answer the question “what are the most important reasons to teach a second language to elementary school students.” Also, this minimal response cannot earn Clarity credit. It misses many or all demands of the prompt. **Score Point 1.**

Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. **Score Point 1.**

Sourcing: The response uses only one or none of the provided sources. No sources are used. **Score Point 1.**

Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. **Score Point 1.**

Language/Conventions: This minimal response lacks the development of task appropriate writing. **Score Point 1.**

The reason why kids need to learn is so they can get really smart students may not like going to school but it really helps. when they grow up you do not want them to be poor you want them to get a job and make money have a great life. their are so much job like resterants,police,docter,nurce,veteranian,military and more. but the reason why they need to learn language is say they have a freind that talks in spanish and you cant understand them you need to learn spanish.their are more languages you need to learn like if you are spanish you need to learn english.this is why kids need to learn.

Anchor Annotation, Paper 2

Score Points 1,1,1,1,2

Clarity/Coherence: The response states an opinion that may lack focus or be unclear (*The reason why kids need to learn is so they can get really smart students may not like going to school but it really helps*). This is confusing and could be said about any learning, not just learning a second language. **Score Point 1.**

Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. The discussion about getting jobs and talking to friends doesn't support their thesis of "getting smart". **Score Point 1.**

Sourcing: The response uses only one or none of the provided sources. No sources are used. **Score Point 1.**

Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. There is no organization nor transitioning. **Score Point 1.**

Language/Conventions: The response to develop task appropriate writing. There are spelling and capitalization errors, but there is some boundary control and sentences can be understood. **Score Point 2.**

Have you ever wanted to learn language twis? Learning a new language can be tricky at an age. But ina recent study,scientists have pinpited the exact age at which your changes of reaching fluency in a new language seem to quickly drop off:10.People should be able to learn language twis because some people learn it onis and skills go downhill,kids are more cable of responding to new informaiton,

One reson is because skills start to decrease.What I mean is that for some how learn twis tend to still have a good side. To suport this statment,in "Language Learning"it said"...learning a new language after age 10may still become quite good..." this suportis it because it mens thos who cotinu to learn language are still have a sharp memary.Skills going down is one resson.

An ather resson is because kids resspnd to new info.To suport this in L it said"Kids...more willing than adults to try new things." This suportis because in my experyens being a kid I do tack in new info better than an adults. This is one of the ressons.

Last but not lesset people should get to learn langusge twis is because

Anchor Annotation, Paper 3

Score Points 1,2,1,2,2

Clarity/Coherence: The response states an opinion that may lack focus or be unclear (*Learning a new language can be tricky at any age*). It does not answer the question “what are the most important reasons to teach a second language to elementary school students.” **Score Point 1.**

Support: The response includes support for how hard it is to learn a new language (*reaching fluency in a new language seem to quickly drop off :10; skills go downhill, kids are more cable of responding to new information; “Kids...more willing than adults to try new things.”*). **Score Point 2.**

Sourcing: All of the support listed above stems from “Language Learning”. No support comes from “How Important Is Knowing a Foreign Language.” When only 1 (or none) source is used the Sourcing Score can only be score point 1. **Score Point 1.**

Organization: The response attempts to create a structure. It has an introduction as a rhetorical question. It has paragraphs for organization. It has transitions (*One reson; An ather resson; Last but not lesset*). **Score Point 2.**

Language/Conventions: The response attempts to develop task appropriate writing and attempts appropriate word choice. **Score Point 2**

In my opinion I think it is important to teach a child 10 or younger different languages so if they ever meet someone new and don't speak the same way as them they would need to know how to speak back. It is also very important to teach a kid all kinds of different languages because if they have a family member that speaks French, Spanish, or English and they did not know how to speak any of those they would not be able to be in contact with them. I would love to know how to speak French because this kid in my class goes to Canada like 3 times a year and he knows how to speak French! It sounds very fun to be able to speak all kinds of different languages!!!

Anchor Annotation, Paper 4**Score Points: 2,1,1,1,2**

Clarity/Coherence: The response states a general opinion in answer to “what is an important reason to teach a second language to elementary school students” (*so if they ever meet someone new . . . they would need to know how to speak back*). **Score Point 2.**

Support: The discussion about (*all kinds of languages*) and (*family members*) and (*this kid in my class goes to Canada*) is quite random and confused. These are minimal and unrelated facts. **Score Point 1.**

Sourcing: No sources are used. **Score Point 1.**

Organization: There is no organizational structure. There is no paragraphing and there isn't any transitioning even within the single paragraph. There is one spot (*It is also very important*) but this is insufficient. **Score Point 1.**

Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice. **Score Point 2.**

Learning a new language is important because if you go to a different country then you know what they're saying. It is really important to do so like if you're going Paris and you want to order something at a restaurant but the waiter speaks French and you speak English and if someone from another country and they don't know how to speak English and then you say hey can you pass me that jar of PICKLES and then they speak a language that you don't know because you didn't take the Spanish and French class. So yeah that's why it's important to learn a new language you don't have to but if you want to go to a country that speaks another language it's best you do so.

Anchor Annotation, Paper 5**Score Points: 2,2,1,1,2**

Clarity/Coherence: The response states a general opinion in answer to “what is an important reason to teach a second language to elementary school students” (*if you go to a different country then you know what they're saying*).

Score Point 2.

Support: The response explains that you can benefit while in a restaurant and can ask someone (*can you pass me that jar of PICKLES*). **Score Point 2.**

Sourcing: The response does not use either of the sources for support. **Score Point 1.**

Organization: The response has no organization. There is no paragraphing. There are no transitions. The response just lists one idea after another. **Score Point 1.**

Language/Conventions: There are some spelling and capitalization errors, but there is boundary control with understandable sentences. The response attempts to develop task appropriate writing. **Score Point 2.**

In my opinion it think that it is a good idea to teach kids a new language.one reason for that is.You would be able to communicate to others.Another reason is that you could talk to a new kid that is foreign.These are some reasons to to learn a diffrent language before ten.

The reason that i think that we should learn a new language is you could talk to a new kid that is foreign"The text says for the study the reasherchers created a online quiz.It ptomised that to guess peoples native language ,dielect,and home country".that shows that you could learn and talk to a foreign kid andy time if you learn a language.

lastly,a reason is that you could communicate some where thats not your home.The text says"By creating an immersive invorrment its possible to become good at writing and speaking at a new language."

these are some reasons about this. i hope i left you somthing to think about.learn this before age ten plz.i hope i convinced you to learn.

Anchor Annotation, Paper 6

Score Points: 2,2,1,2,2

Clarity/Coherence: The response states two general opinions in answer to “what is an important reason to teach a second language to elementary school students” (*able to talk to others; talk to a new kid*). **Score Point 2.**

Support: The response attempts to provide support. The online quiz and immersive environment ideas vaguely support the thesis. **Score Point 2.**

Sourcing: The response uses the source “Language Learning”, (*"The text says for the study the reasherchers created a online quiz.It ptomised that to guess peoples native language ,dielect,and home country"; The text says "By creating an immersive invorrment its possible to become good at writing and speaking at a new language"*). It does not use the source “How Important...”. Both sources must be used to score better than score point 1. **Score Point 1.**

Organization: The response attempts an organizational structure. There are paragraphs and transitions. It has an intro (*In my opinion*), transitions (*The reason that; lastly a reason*) and conclusion (*these ar some reasons*). **Score Point 2.**

Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice **Score Point 2**

What are the most important reasons to teach a student a second language to elementary school students? I think the most important reasons to teach a second language to elementary students is because they need to learn how to communicate with others who do not speak their language, at the age of 17 or 18 years old your ability to learn starts dropping, and translating apps dont work all the time. I think they need to learn how to communicate with others who do not speak their language because communicating with others is important. I think at the age of 17 or 18 years old your ability to learn starts dropping because in the text it says "It's just that you run out of time, because your ability to learn starts dropping at the age 17 or 18 years old" I think translating apps dont work all the time because sometimes phones,computers,tablets,etc can malfunction so that why I think that. In conclusion you learned why in my opinion it's important to teach a second language to elementary students which is because they need to learn how to communicate with other who do not speak their language, at the age of 17 or 18 years old your ability to learn starts dropping, and last but not least translating apps don't worl all the time. Thankyou for reading

Anchor Annotation, Paper 7

Score Points: 2,2,2,1,2

Clarity/Coherence: The response states two general opinions in answer to “what is an important reason to teach a second language to elementary school students” (*because they need to learn how to communicate with others*).
Score Point 2.

Support: The response provides several pieces of evidence that provide vague/general explanation. **Score Point 2.**

Sourcing: The response uses both sources: (*age of 17 or 18 years old your ability to learn starts dropping*) comes from “Language Learning.” And, (. . . *translating apps . . .*) comes from “How Important...”. When both sources are used, even in a vague general manner, the response earns source score 2. **Score Point 2.**

Organization: There is no organization. All of the attempted transitioning within the paragraph is just a repetition of (*I think*). It is just a list of ideas. **Score Point 1.**

Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice. **Score Point 2.**

In my opinion it is important to teach a second language to elementary students because if they need it they can talk to others who may speak a different language and dont understand.

my first reason why I think it important for people to learnd a second is languages if they are somewhere and the need help with something. people there speak a different language and you dont understand them. then if you know what their language is you can ask for help in a language the understand.

my second reason why it is important to know a second language is in the text language learning and it say ' that the figuar out a good age to learn new languages at the age ten. i think at ten you can learn because when you are younger and you learn a new language childerns brains seem to adept more then adults'.

my third reason is that in the text how important is it knowing a foreign language? it say '20% of k-12 in america studys a foreign language, while in europe an average of 92% studys foreign language.

all and all this is why i think it is better to have a second language and i really hope you can agree with me.

Anchor Annotation, Paper 8

Score Points: 2,2,2,2,2

Clarity/Coherence: The response states a general opinion that addresses the prompt (*if they need it they can talk to others*). **Score Point 2.**

Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. **Score Point 2.**

Sourcing: The response uses both of the two provided sources. The discussions of (*...age 10... childerns brains...adept more than adults*) stem from “Language Learning. The discussion (*...20% of k-12 ... 92%...*) stems from “How Important...”. **Score Point 2.**

Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. **Score Point 2.**

Language/Conventions: It attempts to develop task appropriate writing, attempts appropriate word choice. **Score Point 2.**

Do you think that learning a new language is important to you? Well I do think it is a very important thing to learn. If you learn a new language you would be able to travel to new places that don't speak your native language, future generations will lose interest in learning new language. In my opinion those are the most important things that should persuade you to give children the choice to learn a new language.

First of all, if you are traveling and you go somewhere where they don't speak your native language, what do you do if you need to ask a question and they don't understand you? This would not happen if you knew their language. You're in a foreign country and you go to a restaurant and go to order a drink and as your good old coke you realize that you can not read their menu. If kids learned to speak that language as a kid they would know where the coke was. If you go somewhere and you don't understand them. Let's say you and your friends are at the zoo in Germany and you come across a guide and you follow her it turns out she only speaks in German and you come to an animal and you don't know what it is so you ask what it is and when she tells you in your head you have absolute no idea what she's talking about. These are just a few reasons that schools should go back to teaching foreign languages.

In addition to not being able to travel because you don't know what the natives are saying, your children will lose interest in the subject you used to love. When your child gets into Spanish, they will come home complaining about how "boring" it is to them. Report cards are coming home today your child's teacher does you. When your kid gets home you ask for it and they say they don't have it you know that's a lie so when they leave the room you check their backpack and it turns out they failed Spanish, you text the teacher and ask why they failed and she says they did not try at all. If teachers taught this again this would not be the problem.

To sum up my thoughts, if learning a different language was a requirement people could travel freely and understand the natives and would grow an interest in the subject eventually. So if schools taught this subject this would not happen.

Anchor Annotation, Paper 9

Score Points: 3,3,1,3,3

Clarity/Coherence: The response introduces and maintains a clear and coherent opinion (*you would be able to travel to new places*). **Score Point 3.**

Support: The response supports opinion with logical reasons. It provides clear explanation and details about asking a question, going to a restaurant or a zoo. **Score Point 3.**

Sourcing: The response does not use either of the sources for evidence. **Score Point 1.**

Organization: The response has paragraphs, introductory rhetorical question, transitions (*First of all; In addition*) and a conclusion (*To sum up my thoughts*). **Score Point 3.**

Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. **Score Point 3.**

In my opinion the most important reasons to teach a second language to elementary school students is because kids brains can change fastly and everybody always uses their phones.

Kids brains change faster than adults brains. The text says "scientists have pinpointed the exact age at which your chances of reaching fluency in a new language seem to quickly drop off: 10. All this is saying is that once you reach the age 10 you start to forget all the stuff you learned about the new language and become non fluent. Secondly, after the age of 10 you can still learn a new language. The text says "your ability to learn starts dropping at around 17 or 18 year old. People who start learning a new language after age 10 may still become quite good, but they are unlikely to become fluent. Lastly, children's brains are more adaptable than those of adults. Which means children are more open to trying new things. That is how kids brains change faster than adults.

We need to teach people another language because they always cheat and use there phone. First, people use there translate app to translate other people. They could use what they learn to put it into their everyday life. We should also learn it now so we can have an education. Just so you know only 20 percent of K-12 students in america study a foreign language. Finally, phones give us headaches and make you not smart. For instance, if we just listen in class we won't have to spend more time on our translating app or looking up exactly whar our teacher said. That is why we need people off their phones.

In conclusion, students brains change fastly and people only rely on thier phones. These were some reasons we need to teach elementary schoolers a new language. please teach little kids new languages so kindergardeners come up to th 5th graders to speak a new language for them. We would be so proud.

Anchor Annotation, Paper 10

Score Points: 3,3,3,2,3

Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (*because kids brains can change fastly and everybody always uses their phones*). It is slightly awkward phrasing but it is cleaned up (*kids brains change faster than adults*). It can earn the lower score point 3. **Score Point 3.**

Support: The response supports opinion with logical reasons. It provides clear explanation and details. It is the strength of this response. Multiple support from the sources. **Score Point 3.**

Sourcing: The response uses both source several times each. "Language Learning" has multiple references (*...pinpointed the exact age...quickly drop off; 10; ...starts dropping at around 17 or 18...unlikely to become more fluent...brains are more adaptable*) area all direct quotes. "How Important..." has 2 uses for evidence (*...translating app; 20% of K-12...*). Multiple uses of the sources earns the higher score points. **Score Point 3.**

Organization: The response is a little lacking in organization. It has an intro and conclusion. Transitions are internal in the paragraphs. It is a higher score point 2. **Score Point 2.**

Language/Conventions: There is some minor error in the response but it reads more like a score point 3 than a lower score point. The error does not interfere with understanding. **Score Point 3.**

The two most important reasons to teach a second language to elementary school students are that students are more likely to become fluent in a foreign language if they begin learning the second language before the age of 10 and colleges are cutting foreign language programs. The world is becoming multilingual in that most people are learning more than one language.

James Duharne stated in the article, "Language Learning" that "It is nearly impossible to reach fluency if you start learning a language after the age 10." He backed up this statement saying that you would run out of time if you start after that age. He also stated that kids could be better at learning a new language because they are more willing to try new things, and their brains are more adaptable or changeable. We can all learn new things, but it is much easier for a kid's brain to change than an adults.

Jeremy Engle states in "How Important Is Knowing a Foreign Language?" that "if Americans want the next generation to be active participants in a multilingual world, dual-language and multicultural education is crucial." Engle also states that because of the recession of 2008 foreign language programs at the college level are being cut. If we want our kids to know a foreign language then we need to start them learning it early since the options at the college level are being reduced.

In conclusion, we want our students to be able to participate in a multilingual world. For them to have the best chance at being successful they need to begin learning a second language as soon as possible. Our students will have the best chance at becoming fluent if they begin learning a second language while their brains are still changeable, which is under the age of 10.

Anchor Annotation, Paper 11

Score Points: 3,3,2,3,3

Clarity/Coherence: The response introduces and maintains a clear and coherent opinion (*two most important reasons to teach a second language to elementary school students are that students are more likely to become fluent in a foreign language if they begin learning the second language before the age of 10 and colleges are cutting foreign language programs*). **Score Point 3.**

Support: The response supports opinion with logical reasons. It provides clear explanation and details. **Score Point 3.**

Sourcing: The response uses both of the two provided sources. Both sources are cited and quoted. When both sources are cited and quoted the response can earn the higher score points. Here, the response repeats the same idea from each source 3 times (*the age 10 & multilingual world*). It earns the higher score point 2. **Score Point 2.**

Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. **Score Point 3.**

Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. **Score Point 3.**

Students should learn a second language in Elementary School. This is so because of many reasons: becoming fluent, children living in a multilingual world, and the fact that children are adaptable. After you read this you will want your children to learn a foreign language.

Students should learn how to speak and read a second language in Elementary school so that they can become fluent. The text "Language Learning" paragraph two sentence five states, "People who start learning a new language after age 10 may still become quite good," the author says, "But they are unlikely to become fluent." This supports that learning at an early age will help you become fluent, but when you learn at a not so early age you will likely not be fluent. To sum it up, students should learn a second language in Elementary School because they are more prone to become fluent.

Also, students are living in a multilingual world. The text from "How Important is Knowing a Foreign Language" paragraph five sentence one says, "If Americans want the next generation to be active in a multilingual world, dual-language and multicultural education is crucial." This information means that student need to learn how to speak foreign languages when young so that they can live and communicate in a multilingual world. Don't you want your child to be successful?

One last reason to be shared on why children should learn foreign languages at young ages is because they are adaptable. The text "Language Learning" paragraph four, sentence two states, "And while adults tend to fall back on the rules of their first language, kids are able to approach on a new one with a blank slate." This means that we need to teach children foreign languages in Elementary School because if they learn as adults they will not speak that language very well because they are not adaptable, while children are adaptable so they can be taught that foreign language more easily with less stress. To wrap it up, children should be taught foreign languages because they are more adaptable and prone to get it right than adults.

All the information that you have learned in this passage comes to one conclusion, students should learn how to speak foreign languages when still young in Elementary School. Do you know a second language? If you have children, do they know a second language?

Anchor Annotation, Paper 12

Score Points: 3,3,3,3,3

Clarity/Coherence: The response introduces and maintains a clear and coherent opinion (*because of many reasons: becoming fluent, children living in a multilingual world, and the fact that children are adaptable*). **Score Point 3.**

Support: The response supports opinion with logical reasons. It provides clear explanation and details. **Score Point 3.**

Sourcing: The response is dense with support from both sources. Both sources are cited. This is a higher-level score point 3. **Score Point 3.**

Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions, and provides a logical conclusion. **Score Point 3.**

Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. This is a higher-level score point 3. **Score Point 3.**

Have you ever thought about how helpful it would be to speak another language?

Well, many people are saying that it would be very helpful if adults and children learnt how to speak a different language at an early age. Recently, scientists have been collecting data and recent studies to show that it's almost nearly impossible to start learning a new language after age ten. In my opinion, I think that it would be very helpful if elementary students knew how to speak a second language. Here's why, if students travel to another country they will know how to speak that language, students can get better grades in school, and children can be more successful in life. Read on to find more about why I think that it would be more profitable if students knew how to speak a second language.

To begin with, if students travel to another country they will know how to speak that language. I remember when I went to France with my family. I recall the people speaking a way different language than my family and I did. We couldn't understand anything that they were saying, and on the trip we had to try our best to understand them. Looking back, if my family and I knew how to speak French, we wouldn't have struggled to understand them. According to scientists, 80% of children who had visited a different country, weren't fluent in that language. Therefore, if children knew how to speak a second language, they would be more fluent in that language, when they visit a different country.

Next, speaking a different language can help you get better grades in school. In a recent study by the University of Kentucky, 89% of children who knew how to speak a second language had the best grades in school. Therefore, if students knew how to speak a second language, they could get better grades in school. I remember when my older sister told me about how they were going to start taking language classes. After that, she also said that she didn't know how to speak a second language. After school, she had told me how bad she had did, and how she had failed the class. Looking back, if she would had known how to speak a second language, she would have gotten a better grade in her language class.

Lastly, children can be more successful in life. According to SCOPE magazine, 87% of children who knew how to speak a second language were the most successful in life. Therefore, if students knew how to speak a second language, they could be more successful in life. I remember when my friend was telling me about how her sister didn't know how to speak a second language. She said that after her sister had got out of highschool, she wasn't that successful at speaking a second language in life, compared to her friend who knew how to speak a second language. Looking back, if my friend's sister knew how to speak a second language, she could have been more successful in life.

In conclusion, I think that it would be very helpful if students knew how to speak a second language because of these reasons: if students travel to another country they will know how to speak that language, students can get better grades in school, and children can be more successful in life.

Anchor Annotation, Paper 13

Score Points: 4,4,1,4,4

Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion (*if students travel to another country they will know how to speak that language, students can get better grades in school, and children can be more successful in life*). **Score Point 4.**

Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. The response creates much of its own support. **Score Point 4.**

Sourcing: The response only briefly touches on one idea from “Language Learning” (*it's almost nearly impossible to start learning a new language after age ten*). The response fabricates all the other data about 80% of children and 89% of children and SCOPE magazine. None of this information is in either source, not even contained in the charts at the end of “How Important...”. When a response only uses 1 or none sources it cannot receive more than a score point 1. This is so even for a top score paper on the other traits **Score Point 1.**

Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. **Score Point 4.**

Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. **Score Point 4.**

Have you ever wanted to learn a new language but you don't have the patience? Here are some reasons why you should. If you ever move to a new area like Mexico, France, or China and they don't speak your language and you don't speak theirs wouldn't you want to know what they're saying and wouldn't you want to speak to them. You should also learn a new language because it gets harder to learn as you get older especially after 17 and 18 years old you might want to learn another language sooner than later. Another reason you should learn a new language is what if you are in a situation where you have to speak a different language but you only knew one, you would probably feel pretty embarrassed.

If you ever move to France, Mexico, China, etc. you would probably want to know their language so you can speak to them or listen and understand them. What if you have no friends in this new area well you certainly can't make any without speaking to them. I once went to a restaurant and had to speak Mexican to order but I did not know how to so I asked my dad to order for me but now when I think about it I wish I had learned a new language so I could have ordered myself.

It also could be harder to learn a new language depending on how old you are. If you're younger than 10 you probably could get fluent in a new language. If you're ten and up you will likely learn all the basic words like hello, goodbye, have a great day, etc. but you likely won't get fluent. If you're around 17, 18, and above you don't have much time it gets harder, and harder to learn. The reason for this is because it's easier for kids to learn at a young age but for adults they are not as willing to try new things but even if you are an adult and you want to try learning a new language there are still ways to learn new languages some ways to help are, moving to the location that speaks the language you want to know this will help you by listening to them speak. There are also some apps that help you learn new languages.

If you're in a situation where you have to speak a language you don't know you would probably feel really embarrassed. If you are in this situation there are some ways you can help yourself I know that there are some translating apps or websites but these are not always the most reliable tools to use. I remember one time when I was over at my friend's house they spoke Chinese and English but I did not know they also spoke English so I got out a translator but then they said that they speak English too but I was so embarrassed I left. If you are in this situation there is another thing you can do if you're not sure if they speak your language you can always ask if they don't understand you assume that they don't speak your language but if they talk to you in your language you're in luck because they probably do speak your language.

There are many reasons why you should know at least 2 languages but it's not always easy but you should always try even if you're an adult because then you can help others learn a new language and you can prove to them that if you can do it so can they. Those were three reasons why you should always try to learn a new language no matter what.

Anchor Annotation, Paper 14

Score Points: 4,4,2,4,4

Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. Three ideas as to why it is important to learn a new language are put forth in the introduction and they are developed throughout the response. **Score Point 4.**

Support: The response thoroughly supports opinion with logical reasons. Provides carefully selected explanation of reasons about travel and learning at a young age to strengthen the opinion. **Score Point 4.**

Sourcing: The response uses both sources, but it is limited. The (...*younger than 10*) and (*17,18...try new things*) evidence stems from “Language Learning”. The (...*translating app or websites...*) information stems from “How Important...”. The sources are not cited but the response still earns the credit. **Score Point 2.**

Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. **Score Point 4.**

Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. **Score Point 4.**

The most important reasons to teach a second language to elementary students are that if they travel to another country, then talking to others in their language will help with visiting that country, a decrease in the interest may follow, and children's brains will learn other languages better than at an older age. At my school, we learn another language! It makes us interested in it, and excited to learn!

First of all, an important reason to teach a second language to elementary school is that if they travel to another country, then talking to others in their language will help with visiting that country! Usually if you travel, people go shopping or grocery shopping! If you don't understand their language, it will be harder to communicate with others. Talking to others will maybe help improve your day, due to my experience. Not knowing their language can really throw off things and will be more arduous to enjoy a trip, because you can't chat to almost anyone there! That's why it's important to learn it in elementary school, in case you ever do travel out of the country!

Furthermore, another important reason to teach a second language to elementary students is that it may decline in the interest. In the passage, "How Important Is Knowing A Foreign Language?", the author states, "With fewer options for learning a foreign language in school, a sharp decrease in interest is likely to follow." When you get the chance to learn about another language, take it! That sentence above is saying that if you don't take the chance earlier, in future years it won't be an interesting topic! Few high schools require learning a foreign language but if you lose interest in learning about it in the past, it will be a humdrum day in that class. My sister is lucky to have the chance to be educated to learn latin! That's why it's important to learn it with the chance you get!

In addition, my last important reason to teach a second language to elementary students is that children's brains can learn a new language easier. In the passage "Language Learning, the author states, "Children's brains are more adaptable than those of adults." This is explaining that children will be more precise or fluent in learning in a younger age, than an older age. The passage "Language Learning", also states, "...This means they're better able to respond to new information." As I said in the previous paragraph, students in an older age will not be as interested in learning another language because they may not learn it as well then, compared if they were a kid. This is my last reason why students should learn a second language.

In conclusion, The most important reasons to teach a second language to elementary students are that if they travel to another country, then talking to others in their language will help with visiting that country, a decrease in the interest may follow, and children's brains will learn other languages better when an older age. Learning a new language could affect your learning in a good way! If you don't take the chance to learn and be interested in another lingo, learning one will not be as fun! That's why it's important to teach elementary students to learn a second language!

Anchor Annotation, Paper 15

Score Points: 4,4,3,4,4

Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion (*if they travel to another country, then talking to others in their language will help with visiting that country, a decrease in the interest may follow, and children's brains will learn other languages better than at an older age*). **Score Point 4.**

Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. **Score Point 4.**

Sourcing: The response clearly cites and uses evidence from both sources. But, only 1 small piece of “How Important...” is used (“*With fewer options for learning a foreign language in school, a sharp decrease in interest is likely to follow*”). Because of the multiple uses of “Language Learning” this is still a higher score point 3 for sourcing. **Score Point 3.**

Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. **Score Point 4.**

Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. **Score Point 4.**

Kids Learning a Second Language

Do you think learning a new language is useless? Do you think you can go ahead and use a translation app? In the future your going to realize that it is helpful while traveling, meeting someone new with a different language, even if your house cleaner or babysitter speaks a different language. And I guarantee no one wants a phone stuck up in their face. This essay will explain the most important reasons to teach a second language to elementary school students.

First, age differences. To start, teenagers. Now many people assume that everybody normally should and will learn a second language in highschool because their older. But...did you know, your ability to learn starts to drop at the age of seventeen or eighteen, so kids should be the ones learning new languages. Secondly, kids .Kids at the age of ten do start losing a good amount of fluency at learning a second language. Kids who start another language can still be good at it though. Kids have a blank slate in their brain so they can process more information Lastly, adults. Adults can't reply faster with more information. Adults normally forget the rules and patterns of their first language, so it will be hard for them to try to learn a new language. Also, adults can't adapt faster than kids.

To continue, places that need to learn new languages. First, somewhere else, about 8 percent of people learn a new language while going somewhere else. For example, some people may travel to Jamaica, Brazil, or even Sweden they need to know how to speak some of their language because some people speak english there. Secondly, school. Normally schools teach new languages because they think it's to much for us to handle. But, no. Many new kids in our school speak a different language and it's hard for them to understand. About 16 percent of schools in the U.S.A. teach foreign languages. Schools also include colleges. Lastly, At home. Most of this percentage comes from childhood and that their family speaks a different language besides English. But this shows that not that many people who speak english actually teach a different language at home. Almost 75 percent of people learn a second language at home in the U.S.

To end with, how well people are speaking another language. To begin, 2000-2014. In 2000, the percentage of adults speaking a different language is about 5 1/2 percent, but don't worry it get's better. In 2006, it grew to 10 percent. Lets skip to 2010, it went to about 15 1/2 percent. In 2014 we got 20 percent, WOO! WE have grown a good amount. Secondly, 2006. About, 75.7 percent adults learned another language from childhood home. Then, 16.3 percent of adults learned it from school. Next, 8.2 percent of adults learned a second language from somewhere else. To end with, the Language test. This test helped researchers find information by giving the peoples native languages, dialect, and home country. They got this information from their responses to English grammar questions. About 670,000 people took this quiz.

I hope you understand that there is more to learning a new language. Also, again don't use a translatin app! Use your brain or use a phone. Now I think you know these were the most important reasons to teach a second language to elementary school students.

Anchor Annotation, Paper 16

Score Points: 4,4,4,4,4

Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion (*your going to realize that it is helpful while traveling*). It thoroughly addresses all demands of the prompt. **Score Point 4.**

Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. **Score Point 4.**

Sourcing: The response skillfully uses both sources. The sources are not cited but It consistently and thoroughly quotes and/or paraphrases facts and details. Both sources are extensively cited, quoted and referenced. Paragraph 2 is dense with at least 5 different quotes or paraphrases from “Language Learning”. It is also referenced in the last part of pgh 4. The last half of pgh 3 and almost all of pgh 4 provide details of “How Important...” including interpretation of the charts at the end. The response is an example of high-level sourcing. **Score Point 4.**

Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. **Score Point 4.**

Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. **Score Point 4.**



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