

# B.E.S.T. Writing Anchor Sets

## Spring 2025 – Grade 5



THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

The Florida Department of Education is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing scoring anchors and annotations in support of its efforts to maintain transparency of the scoring process for Florida's statewide, standardized Writing assessments. These anchors can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes – expository or argumentative – and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Anchor sets are used as a primary reference for expert scorers as they score student responses to prompts and sources provided during the spring B.E.S.T. Writing administration. Essays selected for the anchor demonstrate a range of skill levels within each scorepoint on the B.E.S.T. Writing rubric. A bulleted annotation follows each response to explain the prominent characteristics of the response in each domain – *Purpose and Structure*, *Development*, and *Language* – described in the rubric. As scorers read student responses, they use the anchor to help determine which scorepoint best fits a response holistically.

As with all assessment content, papers selected for the anchor set are reviewed by multiple committees of Florida educators and include members of the *Just Read, Florida!* office and State Regional Literacy Directors (SRLDs). After these meetings, the state's scoring subcontractor, Data Recognition Corporation (DRC), and the Department's English Language Arts (ELA) content teams assemble final materials for scorers.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the *Development* domain.

For more information about the B.E.S.T. Writing assessments, visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>. For questions about this document, please contact [Assessment@fldoe.org](mailto:Assessment@fldoe.org).

### Florida Anchor Key

Grade 5	EXP			Item #37702	Pizza
Paper	P/S	D	L		Lithocode
A-1	1	1	1		56002333
A-2	1	1	1		56002337
A-3	1	1	1		770004755592
A-4	2	2	2		770004690058
A-5	2	2	2		56000693
A-6	2	2	2		56001569
A-7	2	2	2		56002323
A-8	2	2	2		770005436749
A-9	3	3	3		770005241664
A-10	3	3	3		56000099
A-11	3	3	3		770005405828
A-12	3	3	3		770004707930
A-13	3	3	3		770004682984
A-14	4	4	4		770004731958
A-15	4	4	4		56001803
A-16	4	4	4		770005299934

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**1/1/1**

Most people around the world likes pizza most people I know like pizza. Me my family and frieneds **love** pizza. A lot of people like pizza I know This because they eat it alot. Pizza is very popular I know this because every time I go to the pizza place it's **packed**. Did you know there are alot of differant styes of pizza. Pizza as been around for over a thousand years. Not only Americans eat pizza. In fact "Americans eat more than 13.8 **million** slices of pizza each year."

**RF-3**

**1 – Purpose/Structure** – Below grade-level performance demonstrated

- Central idea is confusing (*Most people around the world likes pizza*) and demonstrates lack of awareness of task.
- No organizational structure is demonstrated.
- Limited transitions are provided (*I know This because; I know this because; Did you know*).
- Introduction and conclusion are absent.
- Response is too brief to demonstrate knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- A lack of understanding of the prompt and lack of development of the central idea are demonstrated.
- Elaboration consists of confusing ideas (*most people I know like pizza; I know This because they eat it alot*).
- Evidence from the sources used is vague.
- Citation is provided in the form of quotes from source evidence ("""). **Although a grade-appropriate citation is present ("""), the Development score is evaluated holistically and is not elevated by the presence of a citation alone.**
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are vague.
- Sentence structure is simplistic (*Not only Americans eat pizza*).
- A density and variety of severe errors in grammar (*Most people around the world likes pizza most people I know like pizza*), punctuation (missing punctuation marks-commas, periods, and question mark), and spelling (*frieneds; differant styes*) demonstrate a lack of command of standard English conventions.
- Tone and voice are minimally discernible.
- Brevity with errors demonstrates lack of command of language skills.

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**1/1/1**

Pizza has changed overtime for many reasons.

One point to consider is if Italions never made pizza other states wont have pizza. “Pizza is one of America’s favorite foods. In fact Americans eat 350 slices of it every second.” S3 P14 S1-2 So many diffrent kinds of pizza are around the world some have Tofu, dandelions they all taste good! Pizza can to America in 1905 when a man named Gennaro Lombardi opened a shop in New York City. S2 P11 S1 Pizza today is very diffrent from the old days it’s more better more good looking and has good cheese.

**RF-8**

**1 – Purpose/Structure** – Below grade-level performance demonstrated

- Central idea is vague (*Pizza has changed overtime for many reasons*) yet on-task, demonstrating some awareness of the task.
- Little organizational structure is present.
- One transitional phrase is provided (*One point to consider*).
- A vague, single-sentence introduction is present (*Pizza has changed overtime for many reasons*); however, there is no clear conclusion.
- Brevity is a factor in demonstrating minimal knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- A lack of development of the central idea is demonstrated.
- Elaboration consists of confusing ideas (*if Italions never made pizza other states wont have pizza; So many diffrent kinds of pizza are around the world...*).
- Evidence from the sources used is vague.
- Citations are provided (*S3 P14 S1-2; S2 P11 S1*). **Although a grade-appropriate citation is present, the Development score is evaluated holistically and is not elevated by the presence of a citation alone.**
- Brevity is a factor in demonstrating minimal knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear (*other states wont have pizza*).
- Sentence structure is confusing (*Pizza today is very diffrent from the old days it's more better more good looking and has good cheese*).
- A high density of errors demonstrates lack of command of standard English conventions (grammar, punctuation, capitalization, spelling).
- Tone and voice are minimally established.
- Brevity with errors demonstrates lack of command of language skills.

Grade 05 Writing Q37702 EXP

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Write an expository essay about how pizza has changed over time.

1/1/1

Did you know that pizza has around for more than a thousand years. pizza we eat today was made Naples 1889 by a pizza make named as Rafaele Esposito.

To start, the pizza today has other toppings then pizza then. because pizza then was just baked with fire and flat. when Peru broght tomatos to Italy the peple from Italy thought they were poisonous, but they blew up in modren pizza! the pizza then did not look like todays pizza.

In conclusion, pizza changed over time.

RF-166

**1 – Purpose/Structure** – Below grade-level performance demonstrated

- Central idea is introduced in the conclusion and is vague (*pizza changed over time*).
- Little organizational structure is present.
- Limited transitions are provided (*To start; because; but; In conclusion*).
- A brief, confusing introductory statement (*Did you know that pizza has around for more than a thousand years. pizza we eat today was made Naples 1889 by a pizza make named as Rafaele Esposito*) and concluding statement are provided.
- Brevity is a factor in demonstrating minimal knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- Response demonstrates a lack of development of the central idea.
- Elaboration demonstrates minimal efforts to extend support (*the pizza today has other toppings then pizza then. because pizza then was just baked with fire and flat*).
- Evidence from the sources used is vague (*when Peru broght tomatos to Italy the peple from Italy thought they were poisonous...*).
- No citations are provided.
- Brevity is a factor in demonstrating minimal knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear.
- Sentence structure is simplistic and confusing (*when Peru broght tomatos to Italy the peple from Italy thought they were poisonous, but they blew up in modren pizza!*).
- A density and variety of severe errors in grammar (*To start, the pizza today has other toppings then pizza then*), capitalization, and punctuation demonstrate a lack of command of standard English conventions.
- Tone and voice are minimally established.
- Brevity with errors demonstrates a lack of command of language skills.



**Grade 05 Writing Q37702 EXP**

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Write an expository essay about how pizza has changed over time.

Have you ever wondered what pizza was like back then well i am going to be taking about that today.

First of all in source 2 paragraph 8 its says "originally pizza was just flat pieces of dough baked over a fire topped with a little olive oil". this means that back then pizza were flat baked over a fire with olive oil now we just have to put into a thing that cooks it.

Second of all in source 3 paragraph 14 it says "down south try crayfish oysters or cajun shrimp pizza".this means that there are not just cheese and pepperoni pizza to try or get.

Third of all in source 1 paragraph 1 it says "it was made with just a few ingredients: bread topped with garlic butter and salt".this means pizza back then did not have cheese or pepperoni.

In clousion can you tell what is the diferentecs bweetn back then pizza and pizza today.

RF-68

## 2 – Purpose/Structure – Approaching the range of grade-level performance

- A central idea is present (*Have you ever wondered what pizza was like back then well i am going to be taking about that today*) yet insufficiently sustained within the task.
- A basic framework for organizational structure is present with attempts to group ideas around quotes and distinguish slight differences in pizza today from “back then”.
- Basic transitions attempt to connect ideas with limited variety (*First of all in source 2; Second of all in source 3; this means; this means*).
- Introduction and conclusion are simplistic.

## 2 – Development – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources (*it says "down south try crayfish oysters or cajun shrimp pizza". this means that there are not just cheese and pepperoni pizza to try or get*) and provides incomplete support.
- Evidence from the three sources is weakly integrated and repetitive.
- Appropriate citations are provided (*...in source 1 paragraph 1 it says*). **Although a grade-appropriate citation is present, the Development score is evaluated holistically and is not elevated by the presence of a citation alone.**

## 2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*thing that cooks it; ...what is the diferentecs bweetn back then pizza and pizza today*), demonstrating a partial command of expression of ideas.
- Sentence structure is simplistic (*this means that there are not just cheese and pepperoni to try or get*) and partially controlled (*this means that back then pizza were flat baked over a fire with olive oil now we just have to put into a thing that cooks it*), demonstrating a lack of grade-appropriate language facility.
- Inconsistent use of correct capitalization (*i; this means*), spelling (*clousion; diferentecs bweetn*), and punctuation (missing commas) demonstrates a partial command of standard English conventions.
- Tone and voice are informative and attempt to be appropriate to the audience and task.

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**2/2/2**

Pizza has changed over time. Fun fact, did you know that long ago people put tomato sause on the pizza last! Let me tell you more about the history of pizza.

To begin with, pizza might have tasted differently. According to the text, “No one knows for sure when tomatoes were added.” So it was way more different before that.

Next, pizza is different in many ways. Pizza might have a different shape or even color. According to the text “he decided to create a pizza that had the colors of the italian flag-red, green, and white.

Last but not least, there are different styles of making a pizza. Like the Lombardi, or the New York style. A style is like the way you do something

Inconclusion, I have told you about the history of pizza and how it has changed over time

**RF-1**

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is present in the introduction (*Pizza has changed over time*) yet insufficiently sustained within the task.
- The organizational structure has three general topics (*taste; different; styles*), yet the inconsistency and repetitiveness disrupt the advancement of the ideas.
- Transitions attempt to connect ideas with little variety (*To begin with; So; Next; Last but not least; In conclusion*).
- Introduction and conclusion are ineffective and simplistic. The introduction states the central idea and provides a general purpose for the response (*Let me tell you more about the history of pizza*). The conclusion attempts to wrap up ideas with a one-sentence statement.

**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic.
- Elaboration is ineffective by providing incomplete ideas (*pizza might have tasted differently, So it was way more different before that*) and relying heavily on the sources (*Pizza might have a different shape or even color*).
- Evidence from two sources is partially integrated and incomplete to provide support of the central idea (*No one knows for sure when tomatoes were added; he decided to create a pizza that had the colors of the italian flag-red, green, and white*).
- Citations are provided (*According to the text*). **Although a grade-appropriate citation is present, the Development score is evaluated holistically and is not elevated by the presence of a citation alone.**

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary is basic, demonstrating a partial command of expression of ideas (*way more different before that*).
- Sentence structure is partially controlled (*Like the Lombardi, or the New York style*) and simplistic (*A style is like the way you do something*).
- The response has relatively few errors in standard English conventions (*sause; italian; missing period*).
- Tone and voice are informative yet inconsistent.

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**2/2/2**

How did pizza changed over time!!! Pizza change over time by how it was made like dough and the sauce. It changed over time by how it was made and the crust.

Pizza was made different then today. Originally, pizza was just flat pieces of dough baked over a fire. These flat-bread pizzas were eaten throughout the Middle East, Greece, and Italy. so they made it over a fire while we make in the oven. So the make it different so do we.

The crust of the pizza is different then today. Deep-dish pizza has a theicker crust and is different from Lombardi's "New York Style" pizza. So the crust is much thicker then today. Back then the crust was thick and soft, while are was hard and not soft, so back then the pizza was good over the fire.

At the end of this eassy, pizza was so different back-then because the crust was different and it was thicher and How they madde it over the fire. Back then thing were different about the pizza.

**RF-9**

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is present in the introduction (*Pizza change over time by how it was made like dough and the sauce*) yet insufficiently sustained within the task.
- The organizational structure has two general topics (*Pizza was made different then today; The crust of the pizza is different then today*), yet the repetitiveness disrupts the advancement of the ideas.
- Basic and repetitive transitions (*so; so; so; Back then; while; so back then; At the end of this eassy*) attempt to connect ideas.
- Introduction and conclusion are simplistic and somewhat ineffective. The introduction attempts to forecast the ideas that address how pizza changed over time in the body paragraphs (*...by how it was made like dough and the sauce;...by how it was made and the crust*). The conclusion recaps by restating ideas about how the crust was different and how pizza was made (*...back-then*).

**2 – Development** – Approaching the range of grade-level performance

- A partial understanding of the topic is demonstrated.
- Elaboration is ineffective and repetitive by providing incomplete ideas and relying heavily on the sources (*so they made it over a fire while we make in the oven; Back then the crust was thick and sotf, while are was hard and not sotf, so back then the pizza was good over the fire*).
- Evidence from two sources is partially integrated and incomplete to provide support of the central idea.
- Citations are not provided.

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary is basic, demonstrating a partial command of expression of ideas (*hard and not sotf; good over the fire*).
- Sentence structure is partially controlled (*Back then thing were different about the pizza*) and simplistic (*So the make it different so do we*).
- Partial command of standard English conventions is demonstrated, with errors in usage, spelling and capitalization (*sotf; eassy; so*).
- Tone and voice are informative and with an attempt to be appropriate.

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**2/2/2**

Do you like pizza? Well I Do! Its a very popular food around the world. Today you will be learning about it so lets hop right into it!

Lets start off with who invented pizza, the Italians did in the 1700s but it was different from todays pizza, it would only have bread, garlic butter and salt. That sounds pretty good! Ledgend says fishermen ate pizza for their breakfast! Yum! There are many types of pizza like deep dish, thin crust, New York Style, Chicago style, thick crust, flatbread, Detroit Style and much more.

Pizza has been around for a very long time, more than a thousand years and it became popular and inexpensive quickly. They were very popular in Naples and many people thought that tomatoes were posinous! That is crazy but they didn't know any better.

Lots of people love pizza, in fact americans eat 350 slices every seond! One way pizza became popular is because you can make it however you want. Its also very fun to make. They started selling frozen pizza in stores and you could have it ready very quickly and now you can make an order through any technology and they deliver it right to your door!

I love pizza and it's one of my favorite foods and I love to make and eat it! What toppings do you like? I love extra cheese and pepperoni! Yum!

**RF-4**

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is present in the introduction (*(pizza) Its a very popular food around the world*) yet insufficiently sustained within the task.
- The organizational structure is a summary of all three sources in the body paragraphs (Source 1 (*who invented pizza*), Source 2 (*Pizza has been around for a very long time*), and Source 3 (*Lots of people love pizza*)), demonstrating limited advancement of ideas.
- Transitions attempt to connect ideas with little variety (*Lets start off with; One way; also; now*).
- Introduction and conclusion are present but ineffective and simplistic.

**2 – Development** – Approaching the range of grade-level performance

- Partial development is demonstrated.
- Elaboration attempts to develop the central idea but relies heavily on the sources (*They started selling frozen pizza in stores and you could have it ready very quickly and now you can make an order through any technology and they deliver it right to your door!*) and provides incomplete support (*Ledgend says fishermen ate pizza for their breakfast! Yum!; That is crazy but they didn't know any better, Its also very fun to make*).
- Evidence from three sources is partially integrated (*They were very popular in Naples and many people thought that tomatoes were posinous*).
- Citations are not provided.

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*Today you will be learning about it so lets hop right into it!*).
- Sentence structure is simplistic and partially controlled (*Do you like pizza? Well I Do!*).
- Inconsistent use of correct grammar (*Its/It's; Lets/Let's; todays/today's*), capitalization (*Style; americans*), and spelling (*Ledgend; posinous; seond*) demonstrates a partial command of standard English conventions.
- Tone and voice are light-hearted, conversational (*That is crazy but they didn't know any better; What toppings do you like? Yum!*), and somewhat appropriate to the task and audience.



## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

2/2/2

Have you ever wondered how much pizza has changed over time? Well it has chaged a lot ever since it was created. Here are some of the things that changed starting with, how much its population spread over time, diffrent ways its been made, and finally how much the toppings changed.

According to articals number one and three, pizza was made by Atalian people,'in a city called naples'. Even though Atalian people invented pizza does not mean that you cannot find pizza anywere else in the world. Americans are not alone about loving pizza you can actually find pizza all over the world not just America.

The second thing that has changed is the way pizzas are made. According to sorce three, 'the first pizzas were round and made with herb and spice covered circles of flat bread called focaccia.' There was a tavern who was located in 'Naples, Italy' that added mozzarella cheese on top of this pizza and thats how 'modern pizza was born!'

The last thing that has changed about pizza is how much the toppings have changed. toppings play an inportant role in pizza this is because if you dont have toppings it would just be plain. According to sorce three, there are some diffrent toppings then just cheese and pepperoni. Everyone has a difrrent idea about toppings like diffrent states like diffrent things. Just like people on the 'coast of Maine' some people there like lobster on their pizza. But 'Down south' they are very diffrent from the 'coast of Maine'. some people in 'Down South' like 'crayfish, oysters, or cajun shrimp.'

These are some of the changes that pizza is going through do you like pizza? Well I hope you learned something new about pizza and its history because i sure did.

RF-73

## 2 – Purpose/Structure – Approaching the range of grade-level performance

- A central idea is present in the introduction (*Have you ever wondered how much pizza has changed over time? Well it has chaged a lot ever since it was created*) yet insufficiently sustained within the task.
- The organizational structure is somewhat simplistic with topic ideas previewed in the introduction advancing through the body paragraphs (... *things that changed starting with, how much its population spread over time, diffrent ways its been made, and finally how much the toppings changed*).
- Transitions attempt to connect ideas within (*Even though; Just like; But; Well*) and among paragraphs (*The second thing; The last thing*).
- The introduction provides the central idea and a preview of ideas, yet the conclusion provides a simple wrap up.

## 2 – Development – Approaching the range of grade-level performance

- Partial development is demonstrated.
- Elaboration provides limited attempts to develop on source ideas (*Everyone has a diffrrent idea about toppings like diffrent states like diffrent things*) with incomplete support for the central idea.
- Evidence from three sources is partially integrated in attempting to support the central idea (*According to sorce three, 'the first pizzas were round and made with herb and spice covered circles of flat bread called focaccia.' There was a tavern who was located in 'Naples, Italy' that added mozzarella cheese on top of this pizza and thats how 'modern pizza was born!'*).
- Grade-appropriate citations are provided (*According to articals number one and three*). **Although a grade-appropriate citation is present, the Development score is evaluated holistically and is not elevated by the presence of a citation alone.**

## 2 – Language – Approaching the range of grade-level performance

- Vocabulary is imprecise (*how much its population spread over time*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic (*toppings play an inportant role in pizza this is because if you dont have toppings it would just be plain*).
- Inconsistent use of correct capitalization (*naples; toppings; cajun; i*), spelling (*Atalian; diffrent; sorce*), and punctuation (*don't; its; missing commas*) demonstrates a partial command of standard English conventions.
- Tone and voice are informative (*Well I hope you learned something new about pizza and its history because i sure did*) and somewhat appropriate for the audience and task.

## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

3/3/3

Hmhmhmhm! You murmur as you take a bite of your extra cheesy pepperoni pizza. Well did you know that in the 1700s there weren't any cheese or tomatoes on pizza? Well here are some ways that pizza has changed over time.

Did you know that back in the 1700s pizza didn't have cheese or tomatoes? Nope it used to be just a flat circular piece of dough with olive oil and herbs. First of all the only reason why there were no tomatoes on pizza was because people used to think that tomatoes were poisonous. As stated in the text "Pizza through the Ages" "Originally, pizza was just flat pieces of dough baked over a fire... Sometimes they would be topped with a little olive oil and some fresh herbs, but not the meats, veggies, and cheese popular now." So this shows how pizza back in the day was very simple with not a lot of ingredients. This type of pizza would be forever changed in 1889.

In 1889 the first modern day pizza was born! As stated in the text "Pizza through the Ages" "Pizza as we know it today was probably first made in Naples in 1889 by a pizza maker named Raffaele Esposito... Wanting to impress the queen, he decided to create a pizza that had the colors of the Italian flag-red, green, and white. He added tomatoes, basil, and mozzarella cheese to a pizza and called it the "Margherita" in her honor." This is how the first modern day pizza was made all because he wanted to impress the queen he made the U.S most favorite food. This shows how pizza has come a long way. Also pizza wasn't made in the U.S until 1905, and the Chicago's famous deep dish pizza wasn't made until 1943. These are just some improvements, and changes pizza has had over time.

In conclusion pizza has changed a lot over the years. Going from a flat circular piece of dough with olive oil and herbs, to a two inch thick Chicago deep dish pizza with cheese, tomatoes, and any other topping you can dream ever of. These are some ways how pizza has changed over time.

RF-94

**3– Purpose/Structure** – Within the range of grade-level performance

- The central idea provided in the introduction is focused (*Well here are some ways that pizza has changed over time*) and generally maintained throughout.
- Organizational structure is logical and allows for the advancement of the central idea with main topics organized by paragraph (*... in the 1700s pizza didn't have cheese or tomatoes?; In 1889 the first modern day pizza was born!*).
- Transitional strategies using topic sentences (*Did you know that back in the 1700s pizza didn't have cheese or tomatoes?*) and internal transitions (*Nope, First of all; So this shows how, This is how*) connect ideas within and among paragraphs.
- A sufficient introduction and conclusion contribute to a sense of completeness. While the introduction uses a descriptive hook to engage the reader (*Hmhmhmhm! You murmmer as you take a bite of your extra cheesy peperoni pizza*), the conclusion succinctly recaps the changes of pizza over time discussed in the response.

**3 – Development** – Within the range of grade-level performance

- Logical development of ideas demonstrates understanding of the topic.
- A variety of elaborative techniques are successfully employed to expand on ideas and reinforce understanding: examples given compare pizza back in the 1700s to the pizza of today; paraphrasing (*First of all the only reason why there were no tomatoes on pizza was because people used to think that tomatoes were poisonous*) illustrates the ability to integrate information from a variety of sources; original writing (*This is how the first modern day pizza was made all because he wanted to impress the queen he made the U.S most favorite food*) demonstrates the ability to analyze and present source information to sufficiently support the central idea.
- Relevant, integrated evidence (*"...Sometimes they would be topped with a little olive oil and some fresh herbs, but not the meats, veggies, and cheese popular now."*) lends credibility to the central idea, although only one source is used to support the central idea.
- Evidence is appropriately cited (*As stated in the text "Pizza through the Ages"*).

**3 – Language** – Within the range of grade-level performance

- Integration of academic vocabulary demonstrates clear expression of ideas (*murmmer; extra cheesy; some improvements*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*This is how the first modern day pizza was made all because he wanted to impress the queen he made the U.S. most favorite food*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Informative, conversational tone and voice are appropriate for the overall response.

**Grade 5 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**3/3/3**

“Hankering for pizza? I just learned about the evolution of pizza. It almost got me to eat it right now in class. Do you know how pizza has changed over time? Let’s put in some toppings and move on.

To begin with, pizza didn’t use to have that many toppings as today. According to the passage, “Pizza through the ages” (source 2), the author states that around the 1500’s there hadn’t been so many toppings. It used to be like oil and fresh herbs. For example, they brought tomatoes for tomato sauce in 1522. That is one topping very famous now. Also, meat, veggies, and cheese were added. This is important because now you can have it with as many toppings as you want. My great-great-great-great grandfather lived around this time and was Italian as well, so he experienced the pizza back then. it was very cool to have a grandfather that lived around this time. Back in those days there used to be a minimal amount of toppings but now there is a colossal amount of toppings. Now you can have it however you want it. Let’s move on!

Lastly, you can order from your device now. According to source 2, the writer says that pizza came to America in 1905 and spread across the United States in the 1960’s. One tremendous addition they added that is used a lot now-a days is device ordering. They added it so you can give them a call and have your pizza come straight to your house. Personally, I order pizza all the time with my dad on his device. We can just sit back while our pizza gets at our home. Stuck in your house, hungry, but doing chores! Just get your phone and order a pizza right to your house. Keep working because your pizza will be there in no time. Lets wrap it up!

The passages I have read have gotten me quite interested in the history of pizza. I learned about the toppings and that they added delivery straight to your house. It is amazing. Don’t wait now! Go order your awesome pizza how ever you want it and enjoy it!

**RF-5**

**3 – Purpose/Structure** – Within the range of grade-level performance

- The central idea provided in the introduction is focused (*I just learned about the evolution of pizza*) and generally maintained throughout.
- Organizational structure is logical and allows for the advancement of the central idea with main topics organized by paragraph (*toppings; order from your device*).
- Transitional strategies of external transitions with topic sentences, internal transitions (*For example; Also; This is important because; Personally*), and comparative language (*It used to; now; Back in those days; but now; now-a days*) connect ideas within and among paragraphs.
- A sufficient introduction hooks the audience with a rhetorical question (*Hankering for pizza?*), and the conclusion provides an adequate recap of the ideas, contributing to a sense of completeness.

**3 – Development** – Within the range of grade-level performance

- Logical development of ideas demonstrates understanding of the topic.
- A variety of adequate elaboration techniques are employed to support the central idea. Original writing shows the ability to convey and compare the changes to pizza over time; paraphrasing incorporates information from source to clarify and explain ideas; and anecdotes (*Personally, I order pizza all the time with my dad on his device. We can just sit back while our pizza gets at our home*) provide context within a real-world framework.
- Relevant, integrated text evidence provides tangible examples and lends credibility to the central idea, although only one source is used (*According to source 2, the writer says that pizza came to America in 1905 and spread across the United States in the 1960's. One tremendous addition they added that is used a lot now-a days is device ordering*).
- Evidence is appropriately cited (*According to the passage, "Pizza through the ages"; source 2; the author states; the writer says*).

**3 – Language** – Within the range of grade-level performance

- Integration of academic vocabulary demonstrates clear expression of ideas (*evolution; tremendous addition; hungry but doing chores*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Back in those days there used to be a minimal amount of toppings, but now there is a colossal amount of toppings. Now you can have it however you want it*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Informative, conversational tone and voice are appropriate for the overall response.

## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

3/3/3

Yum! That's the sound of some delicious New York pizza! Pizza has really changed over the years with new toppings. Including new ways to get them delivered to you. But the pizza everyone knows and loves, was invented very differently.

To start off, you must be thinking: When and where was pizza invented? Well, pizza was invented in the 1700s. According to source 1, "**The Italians invented pizza as we know it today, in Southern Italy, in a city called Naples.**" That means that no, even though pizza in New York is very popular, it was not the original creator of pizza. And remember when I said pizza was invented very differently? Well, the first pizzas made with bread topped with butter, garlic, and salt. That sounds like a new food to me! Soon tomato sauce was added to the pizza. Much more appetizing! According to the author, "**The more expensive pizzas included cheese and basil.**" Pizza sure had a *weird* invention!

Off to the next one, pizza has had its very long and great history. According to source 2, "**In 1522, tomatoes were first brought to Italy from Peru.**" And Italians thought at first they had poison, it ended up being a great topping for pizza. This means Italians were scared of pizza when it was brought down but when they tried it, it was good. The modern pizza we know was technically made in 1889 by *Rafaele Esposito*. When *Queen Margherita* visited his shop, he designed a special pizza including cheese, basil, and tomatoes. It soon moved to America in the early 1900s when *Gennaro Lombardi* made a pizza shop in New York City. According to the text, "**Today there are many different styles of pizza, each with its own unique features. New York-Style pizza has large, wide slices that you can fold up for eating.**" They also include Detroit-style pizza and traditional Neapolitan pizza. Pizza has a lot of different types and has interesting history.

Last but not least, pizza has some interesting facts that you don't know! According to the author, "Pizza is one of America's favorite foods. In fact, Americans eat 350 slices of it every second!" This shows that many Americans are eating delicious pizzas every day. Probably the most popular topping is pepperoni. (That's my favorite) But what if you're not craving your favorite Italian, New York, or Detroit style pizzas? Don't worry, there are plenty of other pizzas to choose from. According to source 3, "You might eat lobster on your pizza. Down south, Try crayfish, oysters or cajun shrimp. In the mood for something a little different? How about a peanut butter and jelly sandwich." Mmmm, all of these stuff are making me hungry!

In conclusion, pizza is delicious and many people eat it around the world. It was different when it was invented. There are many different styles of pizza and ways to eat it. Oh! My pizza delivery is here! Yum!

RF-16

**3 – Purpose/Structure** – Within the range of grade-level performance

- The central idea provided in the introduction is focused (*Pizza has really changed over the years...*) and generally maintained throughout.
- A logical organizational structure allows for the advancement of the central idea, with ideas that adequately progress through the three body paragraphs from the invention of pizza to the addition of tomatoes and toppings and eventually to the variety of styles that people can choose from.
- Transitional strategies of external transitions with topic sentences (*To start off, you must be thinking: When and where was pizza invented?; Off to the next one; Last but not least, pizza has some interesting facts that you don't know!*) and internal transitions (*That means; even though; This shows; Don't worry*) connect ideas within and among paragraphs.
- A sufficient introduction and conclusion contribute to a sense of completeness.

**3 – Development** – Within the range of grade-level performance

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing (*This means Italians were scared of pizza when it was brought down but when they tried it, it was good*) with paraphrasing, (*The modern pizza we know was technically made in 1889 by Raffaele Esposito*), text evidence (*"In 1522, tomatoes were first brought to Italy from Peru."*) rhetorical questions, and examples (*And Italians thought at first they had poison, it ended up being a great topping for pizza*) to sufficiently support the central idea.
- Relevant, integrated evidence from multiple sources (*"Today there are many different styles of pizza, each with its own unique features. New York-Style pizza has large, wide slices that you can fold up for eating"*) lends credibility to the exposition.
- Evidence is appropriately cited (*According to source 1, According to the text*).

**3 – Language** – Within the range of grade-level performance

- Integration of academic vocabulary demonstrates clear expression of ideas (*Much more appetizing!; designed; craving*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*But what if you're not craving your favorite Italian, New York, or Detroit style pizzas? Don't worry, there are plenty of other pizzas to choose from*).
- Grade-appropriate command of standard English conventions is demonstrated with occasional minor errors in capitalization (*naples; New York; America*), grammar (*Mmmm, all of these stuff...*), punctuation (*Thats/That's*), and spelling (*alot; delcious*).
- Informative, enthusiastic tone and voice are appropriate for the overall response.



## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

3/3/3

Which style of pizza do you like? Deep dish, Neopolitan, Chicago, or even Detroit style pizza. Pizza has c over time by, spreading to different countries gaining various styles, adding various toppings to make it taste better, and by adding the main topping tomato sauce which they thought was poisonous.

First of all, it gained various styles by spreading around the world. For example it just started with plain Italian pizza (pizza dough, garlic, butter, and salt) pretty boring right? Then a lovely man named Gennaro Lombardi spread it to America in the 1900's and therefore made the classic New-York style pizza. This is when they finally started making "modern" pizza with the classic marinara sauce, and cheese. The text states "Today there are many different styles of pizza, each with its own unique features. New York-style pizza has large, wide slices that you can fold up for eating. Traditional Neapolitan pizza is baked in wood-fired ovens for a crust that is soft and crisp at the same time." This shows how unique they are in their own ways and thats just to name a few. This reminds me that there is still the first type of pizza they just renamed it is the classic "white" pizza it is named that because it has no sauce and without the sauce the dough looks white because of the lack of tomato sauce which covered most to all of the dough. To sum this reason up, pizza gained various styles around the world.

Second of all, they added various toppings to make it taste better and add some flavor. For example they first added cheese and, marinara sauce then, pepperoni, sausage, tomatoes, sardines, mushrooms, black olives, green olives and even more. The text states "In the mood for something a little different? How about a peanut butter and jelly pizza or one with dandelions?" This shows that they have honestly added too many toppings that now it is just getting weird. This reminds another bizzare topping added onto pizza is pineapple. To sum this reason up, they added many toppings to add more flavor.

Third of all, they changed it alot by adding the main ingredient tomato sauce. I personally do not know why they thought tomato were poison. Maybe since Peru brought over tomatoes maybe Peru was their long term enemy or friend enemy honestly I do not know but all I know is that we should be thanking Peru for giving us modern pizza. The text states "They were especially common in the city of Naples, Italy, where people began experimenting with more creative toppings. In 1522, tomatoes were first brought to Italy from Peru." This also shows how long ago pizza was actually invented. This reminds me that pizza was invented in the 1400's-1500's but we did not get it until the 1900's. To sum this reason up, pizza got changed alot by adding the main ingredient tomato sauce.

In conclusion, Pizza has changed over time by, spreading to different countries gaining various styles, adding various toppings to make it taste better, and by adding the main topping tomato sauce which they thought was poisonous. I challenge you to try and create your own type of pizza with unique toppings.

RF-21

**3 – Purpose/Structure** – Within the range of grade-level performance

- The central idea provided in the introduction is focused (*Pizza has changed over time by, spreading to different countries gaining various styles, adding various toppings to make it taste better, and by adding the main topping tomato sauce which they thought was poisonous*) and generally maintained throughout.
- Organizational structure is logical and allows for the advancement of the central idea with each paragraph organized by topics presented in the introduction (*various styles; various toppings; by adding the main ingredient tomato sauce*).
- Transitional strategies of external transitions with topic sentences (*First of all, it gained various styles by spreading around the world*), internal transitions, (*This reminds me; This shows, For example*), and summation statements (*To sum this reason up, they added many toppings to add more flavor*) connect ideas within and among paragraphs.
- A sufficient introduction that previews the topic ideas and a conclusion that sums up ideas to wrap up the response contribute to a sense of completeness.

**3 – Development** – Within the range of grade-level performance

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing that provides personal insight and experience (*I personally do not know why they thought tomato were poison. Maybe since Peru brought over tomatoes maybe Peru was their long term enemy or friend...*) along with paraphrasing (*Then a lovely man named Gennaro Lombardi spread it to America in the 1900's and therefore made the classic New-York style pizza*) that synthesizes relevant source information and examples (*To sum this reason up, pizza got changed alot by adding the main ingredient tomato sauce*) to appropriately support the central idea.
- Relevant, integrated evidence from multiple sources (*"They were especially common in the city of Naples, Italy, where people began experimenting with more creative toppings. In 1522, tomatoes were first brought to Italy from Peru."*) lends credibility to the exposition.
- Evidence is appropriately cited (*The text states*).

**3 – Language** – Within the range of grade-level performance

- Integration of academic vocabulary demonstrates clear expression of ideas (*unique features; bizzare; long term enemy or friend*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Then a lovely man named Gennaro Lombardi spread it to America in the 1900's and therefore made the classic New-York style pizza*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Confident and authentic tone and voice are appropriate for the overall response.

## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

3/3/3

Do you ever want pizza everyday but your mom won't let you have it until you learn more about it's history? The food has changed alot over time. Pizza back then, Pizza now, and the several types of styles there are is really incredible!

To begin with, Pizza wasn't always the way it is now. It has evolved throughout the years. Gennaro Lombardi invented pizza and the world clearly loved it. According to the source, **Ever Wondered: Who Invented Pizza?**, the author states, "The pie officially arrived in the United States when a man named Gennaro Lombardi opened a pizza shop in New York City in 1905." If it wasn't for this man, pizza wouldn't be here right now. Gennaro is a genius! However, what was pizza originally before it became a real food? The source **Pizza through the Ages**, states, "Originally, pizza was just flat pieces of dough baked over a fire." This is very different from the pizza today but that is how it originally started. To sum it up, all the information about pizza back then was alot to take in.

To continue, Pizza now is very different from back then. Throughout the years of making pizza it started becoming more and more popular. The author of **Pizza through the Ages** expresses, "Over time, these pizzas became popular as a quick and inexpensive meal." There are pizza shops all over the world and that just proves how popular it can get. Pizzas are also modern too! The author of **All about Pizza** states, "Eventually, a tavern keeper in Naples, Italy, added mozzarella cheese on top, and modern pizza was born." Modern pizza is refered as cheese pizza now days. Pizza is "yummy" with all the topping on it but I love cheese pizza! All in all, Pizza now is popular, modern, tastes good and lets face it no one can argue with that!

Last but not least, there are mutiple types of pizza when you go to different places. Before there was only cheese pizza and pepperoni but now there are different combinations you can put on pizza! In the text **All about Pizza**, it states, "If you visit Japan, you might try pizza with eel or squid." It doesn't sound good but you know what they say, "You never know until you try!" There are more toppings you can add if you're in another place around the world. The source states, "If you find yourself in India, you could go for pickled ginger, minced mutton, and tofu." These are not normal to see at a regular pizza shop so you might as well take advantage and try it! In a nutshell, those were some of the different pizzas you can try instead of the normal toppings cheese and pepperoni.

In conclusion, that is how pizza changed over time. From back then, to now, to all the differnt styles you can eat. Next time you want pizza for dinner, you can explain all the facts you have learned to your mom!

RF-19

**3 – Purpose/Structure** – Within the range of grade-level performance

- A central idea is focused on the task (*The food has changed alot over time. Pizza back then, Pizza now...*) and generally maintained throughout.
- A logical organizational structure allows for the advancement of the central idea. The ideas progress logically throughout the three body paragraphs, connecting ideas on how pizza has evolved over the years and comparing from back then to now.
- Transitional strategies of external transitions with topic sentences (*To begin with, Pizza wasn't always the way it is now*), internal transitions (*If it wasn't for this man; Throughout the years; However*), and summation statements (*All in all, Pizza now is popular, modern, tastes good and lets face it no one can argue with that!*) connect ideas within and among paragraphs.
- A sufficient introduction uses a rhetorical question to engage the reader (*Do you ever want pizza but your mom won't let you have it until you learn about it's history?*). The conclusion continues the mom thread, (*Next time you want pizza for dinner, you can explain all the facts you have learned to your mom!*) which contributes to a sense of completeness.

**3 – Development** – Within the range of grade-level performance

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing (*It doesn't sound good but you know what they say, "You never know until you try!"*) with paraphrasing (*Gennaro Lombardi invented pizza and the world clearly loved it*), rhetorical questions (*However, what was pizza originally before it became a real food?*), and examples (*There are pizza shops all over the world and that just proves how popular it can get*) to support the central idea.
- Relevant, integrated evidence from all three sources (*"Over time, these pizzas became popular as a quick and inexpensive meal."*) lends credibility to the exposition using evidence from two sources in each body paragraph to support the topic and central idea.
- Evidence is appropriately cited (*According to the source, **Ever Wondered: Who Invented Pizza?**; the author states*).

**3 – Language** – Within the range of grade-level performance

- Integration of academic vocabulary demonstrates clear expression of ideas (*incredible; genius; advantage*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*All in all, Pizza now is popular, modern, tastes good and lets face it no one can argue with that!; These are not normal to see at a regular pizza shop so you might as well take advantage and try it!*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Conversational tone and approachable voice are appropriate for the audience and task.

**Grade 05 Writing Q37702 EXP**

Write an expository essay about how pizza has changed over time.

Stringy cheese, warm tomato sauce, and any mouth-watering topping you want. "It's a dream," you tell yourself. It certainly is not. Your dream is alive. The modern pizza we eat today was not created overnight. Italians experimented many times with your favorite food to create a unique bunch of flavors and once this happened, pizza made its way to other countries.

Ah, pizza, our best food friend. Pizza has been around for a extremely long time, and that gave the people of Italy a chance to experiment with them. When I say pizza has been around for a long time, I am certainly not kidding. Pizza has been with us for around 1,000 years! Well, not really. Pizza had many phases. So the pizza we eat today has not been here for 1,000 years. According to *Pizza through the Ages*, when pizza was first being discovered in Naples, Italy, it started off as flat pieces of dough baked over a fire. Once that is done cooking up, Italians would add herbs and spices to make it more flavorful. The expensive pizzas did contain cheese and basil. Well, where are the tomatoes? Tomatoes are practically the foundation of a pizza! Did you know that when tomatoes arrived in Italy from Peru, Italians thought it was poisonous? That's true. But in 1889, when Queen Margherita visited to Rafaelo's pizza shop in Naples, tomatoes were added to the pizza. The pizza contained the colors green, white, and red, which are the colors of the Italian flag. Rafaelo Esposito even named his creation after the Queen, which we now know was Margherita pizza. Queen Margherita was so pleased that pizza gained so much more popularity and it spread to other countries. Keep in mind, this happened over a course of many years.

So, how did the fan-favorite pizza arrive in America? According to source 2, since Queen Margherita loved that pizza so much that pizza made its way to The United States of America and many other countries. The author said in *All about Pizza* that pizza is now America's favorite food. I know that everywhere I go, there is a pizza joint on every corner, and every American has eaten at least 1 entire pizza in their life. Based on what the author said in *Pizza through the Ages*, pizza spread in America using 2 methods, delivery and frozen pizza. Just call in and place a order, and it gets delivered right to your house. Or next time you go to the grocery store, buy a frozen pizza to cook and munch on later. Here in America, we also have bizzare toppings. Not just your average pepperoni, there is crayfish, oysters, and cajun shrimp. However, source 3 tells us that there is also a peanut butter and jelly style pizza out there. Quite unique, right? That's not it, though. Have you ever heard of a pizza with dandelions? Whether its good or disgusting, it does happen to be real. Japan and India have also made some yummy new additions. In India, you can find tofu on your pizza. And if you happen to be in Japan, take up a slice of squid pizza!

When I wake up on the weekends and my mom asks me if I want pizza for lunch, I jump in joy. Pizza was not made by a magical wizard who cooked dough and added cheese on it. Pizza was made by real humans who experimented with the pizza and allowed it to become a worldwide sensation. The warm bread and the crispy crust is way too hard to resist. Next time you eat pizza, think about how it was back then. Today, we have a variety of toppings, back then, it was herbs and spices. Pizza is delicious and it will always be a part of our lives.

RF-8

**4 – Purpose/Structure** – Above grade-level accomplishment demonstrated

- The central idea is focused on the task and consistently maintained and reinforced throughout (*The modern pizza we eat today was not created overnight*).
- Organizational structure strengthens the response and allows for advancement of the central idea.
- Varied transitional strategies connect ideas within paragraphs (*Well, where are the tomatoes?; That's not it, though*) and among paragraphs (*So, how did the fan-favorite pizza arrive America?; Keep in mind, this happened over a course of many years*), enhancing the progression of the central idea.
- An effective introduction uses descriptive language to draw the reader in (*Stringy cheese, warm tomato sauce, and any mouth-watering topping you want*), and the conclusion provides a strong final flourish, enhancing the essay.

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- A variety of effective elaboration techniques are utilized to support the central idea in a meaningful and effective way. Original writing provides insight and perspective (*Pizza had many phases. So the pizza we eat today has not been here for 1,000 years*); skillful paraphrasing integrates source ideas in their own words and phrases that reinforce understanding of the topic (*Based on what the author said In Pizza through the Ages, pizza spread in America using 2 methods, delivery and frozen pizza...next time you go to the grocery store, buy a frozen pizza to cook and munch on later*); examples illustrate specific points (*Once that is done cooking up, Italians would add herbs and spices to make it more flavorful*); and rhetorical techniques actively engage with the audience (*Quite unique, right?*).
- Smoothly integrated, relevant evidence (*According to source 2, since Queen Margherita loved that pizza so much that pizza made its way to The United States of America...*) from multiple sources lends credibility to the central idea.
- Evidence is appropriately cited (*Based on what the author said in Pizza through the Ages; source 3 tells us*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*Pizza had many phases; mouth-watering; magical wizard*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*Pizza was made by real humans who experimented with the pizza and allowed it to become a worldwide sensation*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Enthusiastic, humorous tone and voice strengthen the overall response.

## Grade 5 Writing Q37702 EXP



Write an expository essay about how pizza has changed over time.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

4/4/4

Have you ever had original Italian pizza? Or American-style pizza? Did they turn out to be totally different? Throughout the years, pizza has evolved or changed as it is “passed” from country to country. This is because the original Italian pizza is so different compared to the pizza made in other countries such as America. Let’s discover more about the difference (and similarities) of pizzas around the globe!

To start off, evidence shows that Italy was the first place pizza was invented. Because it was the first place where pizza was made, there were very few select ingredients. According to, “Ever Wondered, Who Invented Pizza?” by Moira E. McLaughlin, in paragraph 1, they state that pizza was made with bread topped with garlic, butter and salt. As you can see, they didn’t use tomato sauce like our modern pizzas because they believed it to be poisonous! That may seem like a joke but it is not! Tomatoes were added later on as they became more popular in the Middle West. Additionally, “Pizza Through the Ages,” by Carli Yang, explains that flat pieces of dough cooked over a fire were eaten throughout the Middle East, Greece, and Italy. As they were “travelling”, they were topped with many ingredients such as olive oil and fresh herbs. In the city of Naples, the place where pizzas were especially common, people experimented with these flatbread pizzas. But wait! Who was the first human that invented pizza? it is believed that pizza as we know it today started with a baker named Rafaele Esposito. Rafaele made the “Margherita” when he made a pizza with tomatoes, basil, and mozzarella cheese, Italian colors! He named it “Margherita” after the queen he made it for. Now let’s travel across the world to the other types of pizza!

The place where pizza changed was in America, and other countries. Paragraph 3, Source 1, explains that the pie (pizza) officially arrived in the United States when a man named Gennaro Lombardi opened a pizza shop in New York City in 1905. Although it arrived in the early 1900s; it didn’t catch on until the 1940s when Italian immigrants bought pizza with the little money they had. After this, Americans had sparked interests in pizza. And by interests, I mean ideas. Lots of them. For example, in Chicago, 1943, deep-dish pizza was born. Deep-dish pizza has a thicker crust than Lombardi’s New-York style pizza. It probably got it’s name because it looks like a dish that is edible. Trust me, if you have ever tasted this pizza like me, you will know how delicious it is! In addition, paragraph 12 explains the several types of pizzas. For instance, Neapolitan pizza is baked in wood-fired ovens for crust that is soft and crunchy! Detroit-style pizza is cooked in squares and the tomato sauce goes over the cheese! Also, if you find yourself in Japan, there may be eel or squid on your pizza. Or if you visit India, there might be pickled ginger, minced mutton, or tofu waiting for you to bite down into your pizza. No matter where you go, there will likely be pizza but if you’re looking for the traditional modern pizza you eat at home, you may just want to get local pizza.

Although the pizza you eat may look the same all the time, there are many varieties of pizzas. The reason that there is many choices is because pizzas have changed through the years since it was invented. Why you ask? Well, when pizza was made in Italy, it became popular in other countries where it evolved to apply to the wants of those people. Without these changes, we wouldn’t have the pizza we know today!

RF-16

**4 – Purpose/Structure** – Above grade-level accomplishment demonstrated

- The central idea is focused on the task (*Throughout the years, pizza has evolved or changed as it is “passed” from country to country*), following a theme of “travelling” that is consistently maintained and reinforced throughout.
- Organizational structure strengthens the response. Using the theme of “traveling” throughout allows for advancement of the central idea (*where pizza was made; where pizza changed*).
- Varied transitional strategies connect ideas within paragraphs (*As you can see; as we know it today; Without these changes*) and among paragraphs (*Now let’s travel across the world to the other types of pizza!*), enhancing the progression of the exposition.
- Effective introduction establishes a theme by clearly presenting the central idea while engaging the reader’s interest, and the conclusion reinforces the ideas, wraps up the essay, and leaves a lasting impression.

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration includes a variety of techniques, including a combination of original writing (*The place where pizza changed was in America, and other countries*), skillful paraphrasing that shows the ability to accurately rephrase text ideas while maintaining the original meaning and cohesion (*In the city of Naples, the place where pizzas were especially common, people experimented with these flatbread pizzas*), examples (*Americans had sparked interest in pizza. And by interests, I mean ideas;*), and rhetorical techniques (*Have you ever had original Italian pizza? Or American-style pizza? Did they turn out to be totally different?*), which all weave together and support the central idea.
- Smoothly integrated, selective text evidence from multiple sources lends credibility to the central idea (*Although it arrived in the very early 1900s, it didn’t catch on until the 1940s when Italian immigrants bought pizza with the little money they had*).
- Evidence is appropriately cited (*According to “Ever Wondered, Who Invented Pizza?”, by Moira E. McLaughlin; “Pizza Through the Ages” by Carli Yang, Paragraph 3, Source 1*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*evolved; differences (and similarities); edible; crunchy; varieties*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*As you can see, they didn’t use tomato sauce like our modern pizzas because they believed it to be poisonous! That may seem like a joke but it is not!*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Clever and confident tone and voice strengthen the overall response.



## Grade 05 Writing Q37702 EXP

Write an expository essay about how pizza has changed over time.

4/4/4

It's dinnertime, and your mother is calling you to come eat, but your really busy playing video games. Although you want to keep playing video games, mom has ordered one of your favorite foods! What could it be? Well, if your like me, it's pizza! These days pizza is a very popular food for kids, and it makes sense! Overtime, pizza has evolved in many different ways. How? Well, back then pizza had only a few choices of ingredients, not like today. Also, pizza is not only sold in Italy anymore! Lastly, Pizza has become a very common dish around the world. Let's go ahead and learn more about how pizza has evolved overtime!

What do you like on your pizza? Mozzarella cheese, tomatoes or pepperoni? Well, believe it or not, not all of those toppings were put on pizza back then! Back then, pizza had only a few ingredients that would be put on pizza. No tomatoes, pepperoni, nothing. According to the source, "Pizza through the Ages", it states, "Originally, pizza was just flat pieces of dough baked over fire. These flatbread pizzas were eaten throughout the Middle East, Greece, and Italy. Sometimes they would be topped with a little olive oil and some fresh herbs, but not the meats, veggies, and cheese popular now." I honestly can't imagine pizza without my favorite toppings. What would it taste like? I can realte to this, because I have an Italian uncle that had lived in Italy back then. I remember having a conversation with him talking about how pizza has actually evolved! He told me that he loved the pizza, and just got used to it. I wasn't really surprised. Why? Well, he grew up in Italy, and he had always lived with that kind of pizza, so he got used to it. For example, here in America we have cheese pizza, pepperoni pizza, and we get used to it. But in Japan they have pizza with eel or squid. Does that sound strange? Well if you told people from Japan about cheese pizza, they would probably think it's strange too! Mainly because they haven't got used to that pizza!

Now you probably always thought that pizza was sold everywhere. Well that's not the case. Before, pizza was only sold in places like the Middle East, Italy, and Greece. Pizza had only come to America in 1905. Wait but why wasn't pizza already in America? Well, pizza wasn't created by Americans, it was mainly created by Italy. In the source, "Pizza through the Ages", it mentions, "Pizza came to America in 1905 when a man named Gennaro Lombardi opened a shop in New York City. The tasty treat spread throughout the United States in the 1960s thanks to two big developments." Thank you, Gennaro Lombardi! Can you imagine life if we still didn't have pizza in America? Pizza wouldn't be so popular around the world then. If you think about it, there wouldn't be many different styles of pizza. In the source, "Pizza through the Ages", I read how many places around the world have their own style of pizza. For example, Chicago-style pizza is over two inches thick, with lots of toppings. On the other hand, New York-style pizza has large, wide slices. These places wouldn't have their own unique style of pizza, if pizza has still been sold only in Italy!

And of course, pizza has become a very popular dish around the world. Not only is it sold mostly everywhere, it has become a very common food to eat, especially for kids! In source three, "All about Pizza", it states, "Pizza is one of America's favorite foods. In fact, Americans eat 350 slices of it every second! One of the reasons we love pizza is that we can have it just the way we like it." I agree! If you asked me, that is valid proof that pizza has become a very common dish around the world. In what way? Well, we know by now that pizza was first made in Italy, and look at that, it is now one of America's favorite food! Personally, my brother's girlfriend is from Argentina, but she recently went on a trip to Italy. When she came back she told me it was the most delicious pizza she has every tried. She even said she would again just for the pizza! Honestly really makes me want to go visit Italy!

Overall, I am pretty sure we know for a fact that pizza has changed over time. But before we go, lets do a quick review on how pizza has evolved! First of all, back then pizza did not have most of the ingredients we put on pizza today. It just had a few! Secondly, pizza is not only sold in Italy anymore! Yes, believe it or not for a while pizza was only sold in places like Italy! Last but not least, pizza has indeed become a very common and popular dish worldwide. Looks like pizza has a lot of history behind its creation!

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**4 – Purpose/Structure** – Above grade-level accomplishment demonstrated

- The central idea is focused on the task and consistently maintained and reinforced throughout (*Overtime, pizza has evolved in many different ways*).
- Organizational structure strengthens the response and allows for advancement of the central idea.
- Varied transitional strategies and phrases connect ideas within paragraphs (*Well, believe it or not; I honestly can't imagine; If you asked me*) and among paragraphs (*Now you probably always thought that pizza was sold everywhere. Well that's not the case; And of course, pizza has become a very popular dish around the world*), enhancing the progression of the exposition.
- Effective introduction uses a scenario to draw the reader in, and the conclusion recaps the ideas and enhances the essay.

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration includes a combination of original writing (*But in Japan they have pizza with eel or squid. Does that sound strange? Well if you told people from Japan about cheese pizza, they would probably think it's strange too!*), skillful paraphrasing that highlights the ability to accurately rephrase text ideas while maintaining the original meaning and cohesion (*...not all of those toppings were put on pizza back then! Back then, pizza had only a few ingredients that would be put on pizza. No tomatoes, pepperoni, nothing*), anecdotes (*I can relate to this, because I have an Italian uncle that had lived in Italy back then*), and rhetorical techniques (*Before, pizza was only sold in places like the Middle East, Italy, and Greece. Pizza had only come to America in 1905. Wait but why wasn't pizza already in America?*) to strongly support the central idea.
- Smoothly integrated, relevant evidence (*"All about Pizza", it states, "Pizza is one of America's favorite foods. In fact, Americans eat 350 slices of it every second! One of the reasons we love pizza is that we can have it just the way we like it." I agree! If you asked me, that is valid proof that pizza has become a very common dish around the world*) from multiple sources lends credibility to the central idea.
- Evidence is appropriately cited (*According to the source, "Pizza through the Ages", it states*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*Let's go ahead and learn more; Does that sound strange?; quick review*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*It's dinnertime, and your mother is calling you to come eat, but your really busy playing video games. Although you want to keep playing video games, mom has ordered one of your favorite foods! What could it be? Well, if your like me, it's pizza!*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Engaging and personal tone and voice strengthen the overall response.