

Holley Elementary School

Report Card Parent Guide

Grade 5



This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

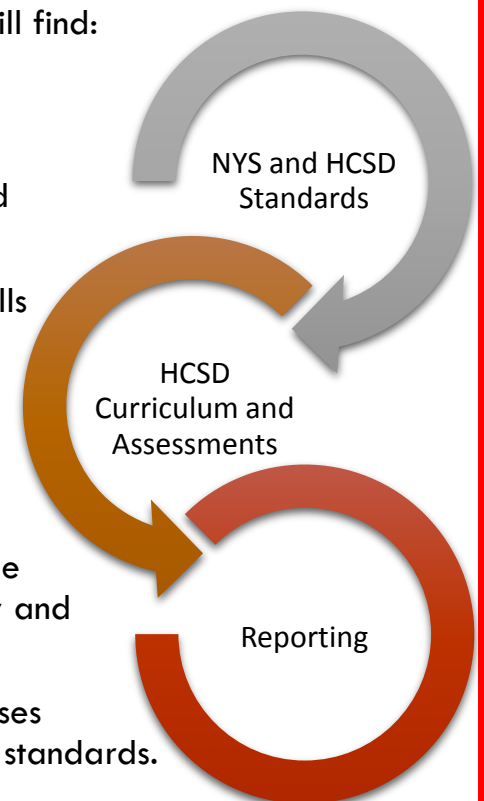
The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

Standards-Based Report Cards

There are four essential components to a standards-based system.

1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a student has met the standard.
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.



Quick View

Academic Areas and Student Performance Levels

These descriptors (1-4) are used to report achievement in the NYS and District grade-level Standards.

These descriptors (A, C, I, N) are used to report student Effort and Learner Behaviors.



**2017-2018
Grade 3 Report Card
Holley Elementary**
Principal: Ms. Karri D. Schiavone
3800 North Main Street
Holley, NY 14470
585-638-6318 x 2405

Student: _____
Teacher: _____

Academic Performance Level Descriptors	Effort and Learner Behavior Descriptors
- Exceeding NYS and District Standards - Meeting NYS and District Standards 2 - Working toward NYS and District Standards 1 - Not meeting NYS and District Standards - N/A - Not assessed at this time	- A - Always Demonstrates - C - Consistently Demonstrates - I - Inconsistently Demonstrates - N - Not Yet Demonstrating Fountas and Pinnell Reading Levels KDG - A, B, C, D / 1st Grade - E, F, G, H, I, J 2nd Grade - J, K, L, M / 3rd Grade - N, O, P 4th Grade - Q, R, S / 5th Grade - T, U, V 6th Grade - W, X, Y

Reading Level	Q1	Q2	Q3	Q4
Current Fountas & Pinnell Reading Level	P			
English Language Arts - Reading Literature and Information	Q1	Q2	Q3	
Effort	C			
Asks and answers questions about a text and supports an answer or inference with text details	3			
Determines a main idea or theme and explains how key details support it	3			
Summarizes portions of a text	3			
Describes character traits, motivation and feelings using text details	3			
Describes the relationship between a series of events or ideas	N/A			
Uses context to determine the meanings of unknown words	N/A			
Identifies and uses text features to build comprehension	2			
Reads fluently and accurately to support comprehension	4			
Compares the point of view of the reader with that of the author, narrator or characters	N/A			
English Language Arts - Writing and Language	Q1	Q2	Q3	Q4
Effort	C			
Informational / Explanatory Writing	3			
Development of Ideas	3			
Organization	2			
Narrative Writing	N/A			
Development of Ideas	C			
Organization	N/A			
Opinion Writing	N/A			
Development of Ideas	N/A			
Organization	N/A			
Across All Types of Writing	N/A			
Uses grade-level appropriate conventions (grammar, spelling, punctuation)	N/A			
Uses precise language and content-specific vocabulary	N/A			
Math Literacy	Q1	Q2	Q3	Q4
Effort	A			
Represents and solves problems using multiplication within 100 with fluency	N/A			
Represents and solves problems using division within 100 with fluency	N/A			
Understands properties of multiplication	N/A			
Understands the relationship between multiplication and division	N/A			
Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100	N/A			
Adds and subtracts fluently within 1,000	N/A			
Understands that fractions are a part of a whole	N/A			

Current and expected reading levels are reported using a letter level from the Fountas & Pinnell Reading assessment.

Quick View

Learner Behaviors, Attendance and Teacher Comments

Student achievement is reported four times a year.

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' feelings and property	A			
Exercises self-control	A			
Accepts responsibility for own behavior	A			
Displays a positive attitude	A			
Cooperates and works well with others	A			
Listens effectively for information/directions	A			
Maintains appropriate voice level	A			
Stays focused during learning opportunities	A			
Works independently	A			
Seeks help when needed	A			
Uses time effectively to produce his/her best work	C			
Organizes personal and classroom materials	A			
Takes risks in learning	A			
Follows classroom routines	A			

Teacher comments will include more specific information about student progress and content covered.

Learner Behaviors are essential skills for becoming a successful learner.

COMMENTS:
Q1 Comments by:
Q2 Comments by:
Q3 Comments by:
Q4 Comments by:

Attendance area provides a record of the number of days present and days absent for each marking period.

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present	44			
Days Absent	1			

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Consistent evaluations between students



Q: How does this help communication with parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:

1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:

1. Follow a teacher's individual assessment and expectations
2. Do not show a student's performance toward state and district standards or expectations
3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:

1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?

A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.

1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Grade 5

Listed below are the clusters emphasized in fifth grade:

CCLS Major Emphasis Clusters
Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations – Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Measurement and Data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Below we have listed some of the Grade 5 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

PLACE VALUE STANDARDS:

1. Understand the place value system to read, write, compare, and round numbers
2. Perform operations with multi-digit whole numbers and decimals

Teachers will be looking for evidence such as:

- Students select and use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil.
- They work flexibly with basic number combinations and use visual models, benchmarks, and equivalent forms.
- Students are accurate and efficient (use a reasonable amount of steps).
- Students are flexible in using strategies such as the distributive property, breaking numbers apart (decomposing and recomposing), etc. They use strategies according to the numbers in the problem, 26×4 may lend itself to $(25 \times 4) + 4$ where as another problem might lend itself to making an equivalent problem $32 \times 4 = 64 \times 2$.

There are 225 dozen cookies in the bakery. How many cookies are there?

Student 1

225 x 12
I broke 12 up into
10 and 2.
 $225 \times 10 = 2,250$
 $225 \times 2 = 450$
 $2,250 + 450 =$
2,700

Student 2

225x12
I broke up 225 into 200 and
25.
 $200 \times 12 = 2,400$
I broke 25 up into 5×5 , so I
had $5 \times 5 \times 12$ or $5 \times 12 \times 5$.
 $5 \times 12 = 60$. $60 \times 5 = 300$
I then added 2,400 and 300
 $2,400 + 300 = 2,700$.

Student 3

I doubled 225 and cut
12 in half to get $450 \times$
6. I then doubled 450
again and cut 6 in half
to get 900×3 .
 $900 \times 3 = 2,700$.

- In applying the standard algorithm, students recognize the importance of place value.
- Students add, subtract, multiply and divide decimals. Their work focuses on concrete models and pictorial representations.

Adding Decimals

Line up the decimal points...

$$\begin{array}{r} 3.21 \\ + 4.5 \\ \hline 7.71 \end{array}$$

↑ and just drag that decimal point straight down!

Add as usual!

Subtracting Decimals

Line up the decimal points...

$$\begin{array}{r} 8.97 \\ - 2.82 \\ \hline 6.15 \end{array}$$

↑ and just drag that decimal point straight down!

Subtract as usual!

Multiplying Decimals

Find the Product

$$\begin{array}{r} 2.95 \\ \times 3.2 \\ \hline 590 \\ 8850 \\ \hline 9.440 \end{array}$$

3 units

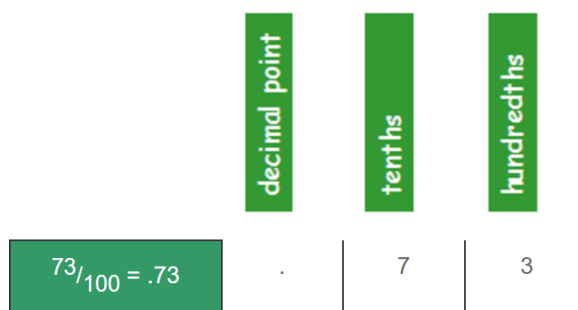
1. Multiply, ignoring decimals
2. Count units after decimals
3. Add all counted units
4. Use counted units for location of decimal in answer (start from the right)

Dividing Decimals

$$\begin{array}{r} 1. \\ 5 \overline{) 68.5} \\ \underline{-5} \\ 18 \\ \underline{-15} \\ 35 \\ \underline{-35} \\ 0 \end{array}$$

13.7

- Students extend the models and strategies they developed for whole numbers in grades 1-4 to decimal values.
- Before students are asked to give exact answers, they estimate answers based on their understanding of operations and the value of the numbers.
- Students know that when they add decimals they add tenths to tenths and hundredths to hundredths.



We read this number as **seventy-three hundredths**

FRACTIONS STANDARDS:

1. Adds and subtracts fractions with unlike denominators
2. Multiples and divides fractions

Teachers will be looking for evidence such as:

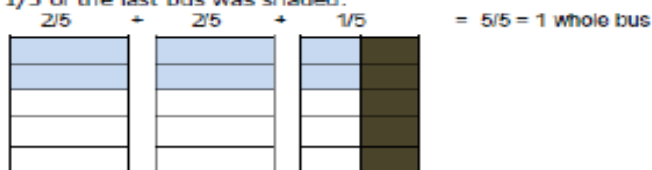
- Students add and subtract fractions using a variety of strategies.
- Students use various strategies to solve word problems involving the multiplication of fractions. This could include fraction by a fraction, fraction by a mixed number or mixed number by a mixed number.
- Students know the number of groups/shares and find how many/much in each group/share.
- They solve real world problems involving division of unit fractions by whole numbers.
- Students *represent* the problems they are solving, have a visual image of the “why” behind the algorithm and can explain their reasoning.

Example:

There are $2\frac{1}{2}$ bus loads of students standing in the parking lot. The students are getting ready to go on a field trip. $\frac{2}{5}$ of the students on each bus are girls. How many busses would it take to carry only the girls?

Student 1

I drew 3 grids and 1 grid represents 1 bus. I cut the third grid in half and I marked out the right half of the third grid, leaving $2\frac{1}{2}$ grids. I then cut each grid into fifths, and shaded two-fifths of each grid to represent the number of girls. When I added up the shaded pieces, $\frac{2}{5}$ of the 1st and 2nd bus were both shaded, and $\frac{1}{5}$ of the last bus was shaded.

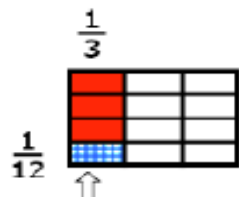


Student 2

$2\frac{1}{2} \times \frac{2}{5} =$
I split the $2\frac{1}{2}$ into 2
and $\frac{1}{2}$
 $2 \times \frac{2}{5} = \frac{4}{5}$
 $\frac{1}{2} \times \frac{2}{5} = \frac{2}{10}$
I then added $\frac{4}{5}$ and
 $\frac{2}{10}$. That equals 1
whole bus load.

Four students sitting at a table were given $\frac{1}{3}$ of a pan of brownies to share. How much of a pan will each student get if they share the pan of brownies equally?

The diagram shows the $\frac{1}{3}$ pan divided into 4 equal shares with each share equaling $\frac{1}{12}$ of the pan.



How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

Student

I know that there are three $\frac{1}{3}$ cup servings in 1 cup of raisins. Therefore, there are 6 servings in 2 cups of raisins. I can also show this since 2 divided by $\frac{1}{3} = 2 \times 3 = 6$ servings of raisins.

MEASUREMENT STANDARD: Converts like measurement units and uses the information in real-world tasks (e.g. convert 5 cm to 0.05 m)

Teachers will be looking for evidence such as:

- Students understand equivalent units can be used to convert units of weight, length, and capacity.
- Students understand that in order to convert from a smaller unit to a larger unit they must divide, and in order to convert from a larger unit to a smaller unit they must multiply.

Weight, Length and Capacity Place Mat			
 <u>Length</u> 1 centimeter (cm) = 10 millimeters (mm) 1 metre (m) = 100 centimeters (cm) 1 kilometer (km) = 1000 metres (m) 		 <u>Weight</u> 1 gram (g) = 1000 milligrams (mg) 0.1 kilograms (kg) = 100 grams (g) 1 kilogram (kg) = 1000 grams (g) 1 ton = 1000 kilograms (kg)	
 <u>Capacity</u> 1 litre (l) = 1000 milliliters (ml) 1 liter (l) = 100 centiliters (cl) 1 centiliter (cl) = 10 milliliters (ml) 0.1 liters (l) = 100 milliliters (ml) 		 <u>Imperial Units</u> 1 pint = 568ml 1 inch = 2.5 cm or 25 mm 1 foot = 12 inches or 30 cm 1 mile = 1.6 km 1 ounce = 25g 1 pound (lb) = 500g 	

STANDARD: Writes and interprets numerical expressions using brackets and parenthesis

Teachers will be looking for evidence such as:

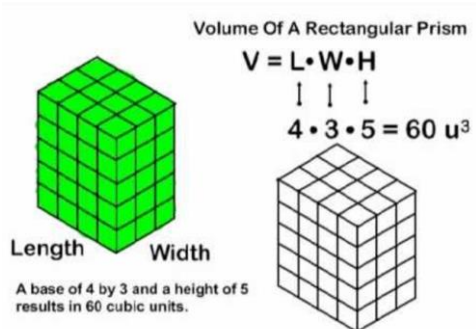
- Students use parenthesis and brackets to dictate the order in which the expression is evaluated by grouping certain numbers and operators.
- Students *represent* the problems they are solving, have a visual image of the “why” behind the expression and can explain their reasoning.



STANDARD: Understand the concept of volume

Teachers will be looking for evidence such as:

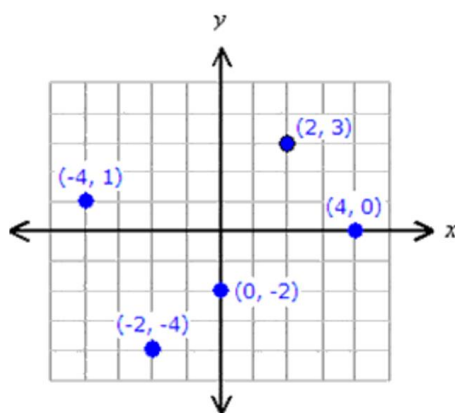
- Students recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- Students relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Students will be able to find volume by counting unit cubes or by using formulas such as $V = (l) w(h)$ or $V = (B)(h)$.



STANDARD: Graph points on a coordinate plane to solve real-world problems

Teachers will be looking for evidence such as:

- Students will be able to use a pair of perpendicular lines on a plane to name and/or graph a given point.
- Students understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis.



ELA

Grade 5

Grade 5 Reading Benchmarks

Quarters	Fountas & Pinnell Reading Level
1	T
2	T/U
3	U
4	V

Writing:

By the time children enter fifth grade, they will have been introduced to most if not all of the new skills expected of fifth-graders. The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position. (<http://www.heinemann.com/products>)

Narrative:

- **Overview of Unit:** This unit will help students use their knowledge of narrative craft to make their stories more thematic.

Name: _____ Date: _____

Rubric for Narrative Writing—Fifth Grade								
	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	Mid-level	The writer wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson.	
Lead	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	Mid-level	The writer wrote a beginning in which she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.	
Transitions	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	Mid-level	The writer used transitional phrases to connect what happened to why it happened such as <i>If he hadn't . . . he might not have . . . because of . . . , although . . .</i> and <i>little did she know that . . .</i>	
Ending	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	Mid-level	The writer wrote an ending that connected to what the story was really about. The writer gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator.	

Narrative (cont.):

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	Mid-level	The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. He created a sequence of events that was clear.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer worked to show what was happening to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking.	Mid-level	The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.	(X2)
Craft*	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed.	Mid-level	The writer developed character traits and emotions through what characters said and did. He developed some relationships among characters to show <i>why</i> they acted and spoke as they did. He told the internal as well as the external story. The writer chose several key parts to stretch out and several to move through more quickly.	(X2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft* (Continued)			The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.		The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning. The writer varied her sentences to create the pace and tone of her narrative.		The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning. The writer not only varied his sentences to create the pace and tone of his narrative and to engage his readers, but also used language that fit his story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.	
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Narrative (cont.):

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; she also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	Mid-level	The writer used punctuation to help set a mood, convey meaning, and/or build tension in his story.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demand and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Here is an example of what a typical fifth grade narrative piece would look like.

It was a sunny Day in August. My brother Sam and I went to Six Flags with my mom. As we stepped out of the car into the parking lot, my mom said, "David, you hold onto Sam's hand today. I have to watch the twins. Don't you let go even for a second." "Ok Mom, I said." Inside I thought that I was tired of holding Sam's hand. Sam is six and his hands are always sticky. Its like holding warm gum.

My mom took the twins to the baby rides. Sam and I rode all the ones he could ride together. We bought hot dogs and gumballs. Sam chewed his gumball for two hours. His hand got warmer and stickier. Then he stepped in gum. It was like his whole body was becoming a gumboy. "Sam!" I said. "Watch it." "I'm not taking that gum off your shoe." Sam said ok and he blew a bubble.

Then we were there. At the roller coaster. Sam was too small to go on. "Stay here, Sam" I said. "Im going on the roller coaster." Sam said ok and he blew a bubble. I rode the roller coaster. I was scared the whole time. I was scared because

it was scarey. I was scared because I knew my mom would be mad if she found out I had left Sam by himself. I was scared that Sam might get lost. I was scared of those kidnapers who take children. But I thought that any kidnaper would take Sam's hand and then let go because it would be too sticky.

When I got off the roller coaster, Sam was there. "Let's find Mom" I said. Sam said ok and he blew a bubble. I looked at him. Inside I was so glad he was there still. I took his hand. It was warm and sticky like gum. I like gum.

Informational/Explanatory Writing:

- **Overview of Unit:** In this unit, students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers.

Name: _____

Date: _____

Rubric for Information Writing—Fifth Grade								
	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.	
Lead	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	Mid-level	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.	
Transitions	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . If she wrote sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	Mid-level	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together. The writer used transitions such as <i>for instance</i> , <i>in addition</i> , <i>therefore</i> , <i>such as</i> , <i>because of</i> , <i>as a result</i> , <i>in contrast to</i> , <i>unlike</i> , <i>despite</i> , and <i>on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.	

Informational/Explanatory (cont.)

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	Mid-level	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.	
Organization	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	Mid-level	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level	The writer used subheadings and/or clear introductory transitions to separate his sections. The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points. The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples.	Mid-level	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.	Mid-level	The writer chose a focused subject, included a variety of information, and organized her points to best inform her readers. The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.	(X2)

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Elaboration* (cont.)			The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.		The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.		The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications. The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.	
Craft*	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	Mid-level	The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.	Mid-level	The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained these terms to readers. The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged. The writer chose how to present his information to clearly convey why and how the information supported his points. The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and sentence structure that matched with his teaching purpose throughout his piece.	(X2)
								TOTAL

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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Informational/Explanatory (cont.)

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.	
Punctuation	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i>). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

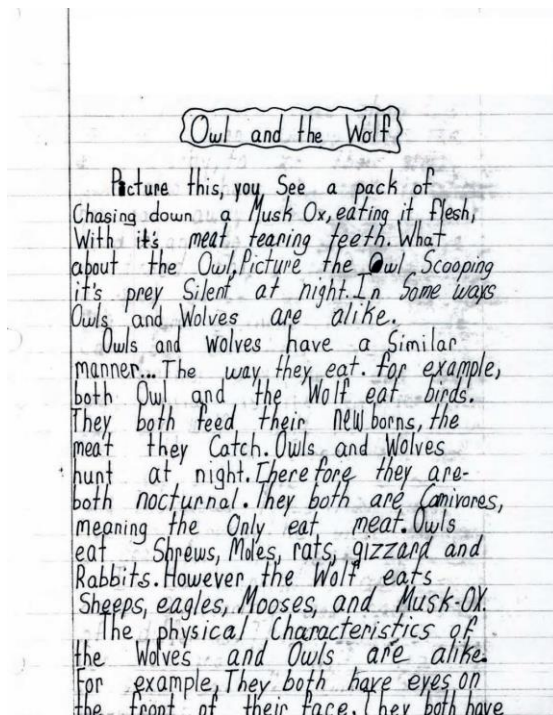
In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4



night Vision. Owls and Wolves both have Sharp teeth for tearing flesh, and they both have Sharp toe nails. Owls can Swoop threw the air Silently, to get their preys. Owls also have big eyes to estimate how far away their prey is. There head can do a 360. Owls have a disked Shaped face. Wolves have a good Sense of Smell. The alpha Male Stands 31 inches. Their teeth can be 2 inches long.

Another way Owls and Wolves are Similar is their environment. An Owl and wolf both live by water. They both are Surrounded by leaf litter. They both live in a Boreal and Deciduous Forest. Most Owls live in trees. The wolf makes a den for its pack by water.

In Conclusion, Wolves and Owls have Similarities and have a lot of differences. They both are Carnivores and the Wolf stay in a pack and the Owls stays independent.

Opinion Writing:

- **Overview of Unit:** In this unit, fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.

Name: _____

Date: _____

Rubric for Opinion Writing—Fifth Grade								
	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	Mid-level	The writer not only staked a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.	
Lead	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	Mid-level	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.	

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Transitions	The writer connected her ideas and reasons with her examples using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> .	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to her reasons using phrases such as <i>this shows that...</i> The writer helped readers follow her thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . She used phrases such as <i>consequently</i> and <i>because of</i> to show what happened. The writer used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	Mid-level	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.	
Ending	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	Mid-level	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.	
Organization	The writer wrote several reasons or examples of why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.	Mid-level	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.	
								Total

Opinion (cont.)

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	Mid-level	The writer gave reasons to support his opinion that were parallel and did not overlap. He put them in an order that he thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support his claim. The writer discussed and unpacked the way that the evidence went with the claim.	Mid-level	The writer included and arranged a variety of evidence to support her reasons. The writer used trusted sources and information from authorities on the topic. The writer explained how her evidence strengthened her argument. She explained exactly which evidence supported which point. The writer acknowledged different sides to the argument.	(X2)
Craft*	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that would make his readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to include or not include to support his points. The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on her readers. The writer reached for the precise phrase, metaphor, or image that would convey her ideas. The writer made choices about how to angle her evidence to support her points. When it seemed right to do so, the writer tried to use a scholarly voice and varied her sentences to create the pace and tone of the different sections of her piece.	Mid-level	The writer chose words deliberately to be clear and to have an effect on his readers. The writer reached for precise phrases, metaphors, analogies, or images that would help to convey his ideas and strengthen his argument. The writer chose <i>how</i> to present evidence and explained why and how the evidence supported his claim. The writer used shifts in his tone to help readers follow his argument; he made his piece sound serious.	(X2)

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about word families and spelling rules to help him spell and edit. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.	
Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.	
								Total

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33.5–38.5	3.5
39–44	4

Here is an example of what a typical fifth grade opinion piece would look like.

Schools should keep serving chocolate milk. There should be chocolate milk because kids like it, it gives vitamins, and it gets kids in good habits. Many kids love chocolate milk – it makes them happy to see it in the cafeteria, their lunch box, at their kitchen table. Research shows that, overall, chocolate milk is pretty good for kids.

It's especially important that kids like chocolate milk. It turns out that more kids drink milk, when they can get chocolate milk. When you interview a lot of parents, like Katie Couric did, they'll say that their kids only drink milk if they can get chocolate milk. So at least they're drinking milk. In a survey of students in this school, 84% said that they would drink more milk if they had chocolate milk available. Of those same students, 28% said that they wouldn't drink any milk at all unless it were chocolate.

Surprisingly, chocolate milk turns out to have vitamins. A nutritionist from the Dairy Association, demonstrates that chocolate milk is a good source of vitamin A, D, E, and calcium. That's a lot of vitamins and they're in something kids actually like to drink! In her information session, the nutritionist is with kids who drink chocolate milk. Their bright teeth and glossy hair illustrates that kids who love chocolate milk will be that healthy.

There's one more reason why chocolate milk should be served in schools. The famous nutritionist argued that chocolate milk has a lot less sugar and carbohydrates than soda and power drinks like gatorade. So if kids get in the habit of drinking milk in school, then they'll probably skip the sodas outside of school. The chocolate milk that is served in our school, for instance, is low fat. So it is a lot better for kids than soda. It's true that Jamie Oliver, a chef and enemy of chocolate milk, argued that chocolate milk does have added sugar. Jamie is a famous English chef who is involved with lunch for kids in schools in Los Angeles. In a shocking video, Jamie shows a school bus filled with sugar to show how much sugar school kids get from chocolate milk. But there are a lot of schoolkids in the US, and if you divide that busload up between all the kids, it will not be such a shocking amount. And if you put next to it a bus filled with the vitamins A, D, E and calcium that kids get, the picture might seem very different.

That's why we should keep serving chocolate milk at school – it gets kids to drink milk, it gives them vitamins, and it builds good habits. Personal, insider experience supports this claim. As a fifth grader, this investigator was part of an experiment to ban chocolate milk in his cafeteria. Fifth graders, though, are allowed to go out for lunch. With no chocolate milk, this luncheon-seeker started going out for pizza and coke. Gone were all the vitamins and calcium. Jamie Oliver doesn't necessarily know what happens inside schools. When something is taken away at lunch that is even a little good for you, it's not always replaced by something better, or anything at all.

In fact, the vitamins from chocolate milk may possibly be the only ones some kids get in school lunch. So keep chocolate milk, kids' main source of vitamins, good habits, and happiness.