

**Florida Treasures**  
**Grade 5 Teacher's Editions**  
**Unit Writing Workshop**  
**Anchor Papers: Student Writing Samples**

**Grade 5 Unit 1 Writing: Personal Narrative**

**Score Point 2**

**My New Bike**

by Tyler C.

My bike has a flat tire. I like dogs. I need a bike. Because it had a broken chain. My parents say they will buy me a bike not the one my friend Allen had. That bike costed twice as much as the one at the store. They would buy. My dad would pay half. I have to pay the other.

I walk my neighbor's dog. He pays me five dollars. I like animals. Especially dogs. I have a dog and it knows to do seven different tricks. I start a busines. Like my friend Jeff's big brother. So I could make money.

I ask friends. My mom helps make signs. We put the signs. People call. I have five jobs. My sister had to help. I walk the dogs for two months. Then I have enough money. The bike was good.

My mom and dad and I was pretty proud of myself. I kept my jobs. I like the dogs. I want to save money. To buy a helmet.

**Focus**—The writer tried to tell a story about earning money to buy a new bike, but the focus was not always clear. Some ideas, such as “I have a dog and it knows [how] to do seven different tricks,” did not belong in this story.

**Organization**—The events in this story are not always in correct time order, and the sequence is not always clear. For instance, in the first paragraph the statement “I like dogs” is out of place.

**Support**—Lack of modifying adjectives leaves only the bare bones of the story. It is not interesting to the reader, and it does not sound as if it was interesting to the writer either.

**Conventions**—The writer makes significant errors in punctuation, spelling, and sentence structure, which interfere with the reader’s understanding of the story.

## What Does a Score Point 1 Paper Look Like?

**Focus**—The story does not address the topic directly; it lacks understanding of purpose. Focus is scattered.

**Organization**—There is little or no evidence of organizational pattern; it has no transitions; the sequence is out of order. It lacks any sense of conclusion, such as “I want to save money. To buy a helmet.”

**Support**—There are very few supporting details, and antecedents are not always clear.

**Conventions**—Has many significant errors in mechanics, spelling, and usage that interfere with communication of meaning.

# Grade 5 Unit 1 Writing: Personal Narrative

## Score Point 4

### Drawing a Blank

by Winston V.

I have always prided myself on having a good memory. I hardly forget faces, schedules, or a poem. It was only natural for Ms. Sears to give me the lead role in the school play. When anyone in my family forgot something I'm the one who remembered where it is.

Rehearsals went well. I hammed it up the stage, I felt sorry for these actors who stumbled around, whispering "Line, please?" all the time. How hard could it be to remember a handful of words, I thought. I didn't think about not being very good at math class, for instance, I was feeling pretty good about myself.

I went to bed early. To have enough energy for the play. But I didn't sleep very well. So I got up and made a sandwich. Eating made me more wide awake unluckily, so I just stayed up after that and wasted time.

Our very last rehearsal before the night performance. I waited for my cue. I walked out on stage, feeling a little shakey in the legs, from not sleeping very much I guess. It was time for my first line, only what was it? Ms. Sears stared at me. She said my line. I remembered the next two of them, then drew another blank. Nothing in my head. The whole rehearsal was a night mare. She said "okay, go home and get some rest. See you all at 6:30.

I went home and stared at the wall. My head was like a big balloon. I felt some panick. Then I remembered what Aunt Mira teaches in Yoga class. Breathe in, out deeply. Count to four breathing out. I kept doing it. I still felt blank but at least not panicked. Then I drank water and went back to school.

On stage again. I waited for my cue. I walked on in a fog. I opened my dry mouth thinking would I lose it all again? But the words came. Breathing in, breathing out. I don't really remember the rest of that performance. But people said "Winston, good job!"

**Focus**—The writer understands the purpose for establishing setting and creating a story line, and is able to develop a plot, although some loosely related information is included.

**Organization**—An organizational pattern is present, with some lapses in narrative sequence. The response exhibits a limited number of transitional devices such as time-order words. The narrative exhibits some sense of wholeness.

**Support**—The writer has attempted to develop description and action with specific details in some parts of the response. Word choice is generally adequate but may be somewhat limited. Some attempt at using figurative language has been made.

**Conventions**—Basic knowledge of conventions is demonstrated. The writer does not consistently use quotation marks correctly and sometimes fails to include full sentences in the story. Some commonly used words are misspelled. Most sentences are simple constructions.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused and creates setting and action, with some extraneous information. The story outline is somewhat sketchy, but on the whole the writer presents and maintains a unifying idea.

**Organization**—The organizational pattern is established, but more lapses occur than in the paper with a score of 4 points. Events are not always presented in a logical order. The story may be composed of loosely related events and details and does not exhibit the clear chronology of a story with a score of 4.

**Support**—Word choice is adequate but predictable; nouns and verbs may be chosen without precision. The writing does not contain many sensory details such as “shakey (shaky) in the legs” and “dry mouth.” The writer has not employed figurative language, in contrast to the paper with the higher score (for example, “My head was like a big balloon”).

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Some commonly used words are spelled incorrectly. The writer has attempted little variation in sentence structure; most are simple constructions. Some errors of syntax occur.

## Grade 5 Unit 1 Writing: Personal Narrative

### Score Point 5

#### **In the Woods**

by Sophia E.

On the second day at the campgrounds, I began to feel restless. My parents were occupied with getting my little sister Jenny through a cranky cold and taking care of all those little chores that you do when you are camping. I already had finished mine—hailed water, tidied up the tent, wrapped up garbage so the bears and raccoons wouldn't get at it. Now I was so bored.

I wandered away from the campsite, in search of wildflowers. There were some tiny purple ones growing close to the ground. I wasn't going to pick them, just sketch them. I made a few rough drawings then kept hiking through the woods. Maybe I'd even see a rare bird and be able to report back to my mom. My sister's grumbling sometimes got on my nerves, but the woods were nice.

On the way back to camp, I began to get a creepy feeling. Did anything look familiar? What about that boulder, that clump of bushes? I kept going for a while, figuring how lost could I get? But then, I had been thinking about my nature hike. Not thinking about where I was heading. And now night was coming. Trees stood against the sky, their branches lifted up like waving arms. Knotholes were opened mouths, calling for help. I began to walk in circles, changing directions every few minutes.

Finally I sat down on a rock. When lost, a person was supposed to stay in one spot and wait for help. The night grew darker and the air turned chilly. I was getting cold. My heart was pounding. Suddenly I started to sing. That always comforted me when I was unhappy or afraid. I sang louder and louder to drown out the crickets and the hoot owls.

The beams of a dozen flashlights found me on my rock, singing my heart out. They weren't stars like I first thought. As I let myself be folded into my parents' arms, tears of relief ran down my face.

"We heard you singing, that's how we found you," Mom told me.

That's what got me out of the woods.

**Focus**—The response is focused, purposeful, and reflects the writer’s engagement with narrative writing.

**Organization**—An organizational pattern is present, with a firm beginning, middle, and ending; a few lapses in sequence may occur. The writer employs transitional devices such as time-order words to move the plot forward. Narrative exhibits a sense of wholeness.

**Support**—The writer develops description and action with sufficient sensory detail in most areas of the response. Word choice is generally adequate but may be somewhat limited. Verbs and nouns are usually specific, and the writer employs figurative language to create description.

**Conventions**—Knowledge of conventions of punctuation and capitalization is demonstrated. The writer correctly uses quotation marks correctly to set off dialogue. Most words are spelled correctly. Sentences are complete except where fragments are used purposefully.

# Grade 5 Unit 1 Writing: Personal Narrative

## Score Point 6

### High Drama

by Sierra G.

I have always been afraid of high places. That's why what happened last year at Camp Dean was so amazing.

When I first arrived at camp, a counselor assigned us teams for the week. We spent the day getting to know each other. Next we played name games and shared our biggest fears. I told them about my fear of heights.

Our last activity was a trust hike. We had to go through a maze, follow a trail and then cross a river. The maze was really challenging. I helped untangle one girl's shirt when she got stuck under a fence. Even though we struggled, our team was the first to reach the river.

That's where I froze. The river crossing was a rope bridge suspended about ten feet above the water. I knew I'd never make it. My feet felt stuck to the ground. Then I saw all my teammates standing around me. They walked with me, and they reminded me not to look down. I held my breath and let them lead the way. In a flash, we were on the other side.

My team helped me beat my fear. I was proud and excited all at once. I couldn't wait to cross the bridge again on my way back to camp!

**Focus**—The author tells about a challenging personal experience she had at a camp. She stays focused on overcoming her fear of heights and does not use any extraneous details. She builds to a point of tension and then resolution.

**Organization**—The writer told her story with the details in sequential order. Each paragraph has a strong topic sentence, and there is a powerful closing paragraph to wrap the story up.

**Support**—The writer uses lively adjectives and makes excellent word choices to describe her struggle with her fear. Statements that use figurative language such as "My feet froze to the ground" give us a picture of her ordeal. She provides well-chosen details about her experience.

**Conventions**—The writer has spelled words correctly and used correct sentence structure throughout her story. She has written a lively and interesting piece that lets the reader share the experience with her.

## Grade 5 Unit 2 Writing: Persuasive Essay

### Score Point 2

#### Make the Library More Comfortable

by Dean B.

The school library is a place to read.

Now you sit at a table. With a wooden chair. This leaves the floor to sit. Pillows and beanbag chairs are more comfortable.

Many do not use the library during free time. Because it is not a good place to read. A reading corner might make students go to the library often.

Making a place where kids want to read is the best. If we provide a comfortable reading corner we would be making it.

Students do not waste time walking back and forth to the library. Plus, they would be more in the experience of reading. It would also give teachers another place to have silent reading time.

**Focus**—The writer tries to state an opinion, but it is not clearly presented and personal feelings are not indicated strongly.

**Organization**—The strongest opinion, which is that a reading corner would make the library more comfortable, is not given as the last statement.

**Support**—Not many details support the opinion. Word choice is imprecise; the paper lacks persuasive language.

**Conventions**—The writer has not checked for correct spelling, punctuation, and complete sentences. This makes the argument hard to read and therefore hard to follow.

### What Does a Score Point 1 Paper Look Like?

**Focus**—There is no clear focus, and opinions and feelings are not stated coherently.

**Organization**—Reasons for opinions are not clear and do not follow a logical order.

**Support**—There are no explanations given for reasons why the writer wants a reading corner.

**Conventions**—Spelling, punctuation, and sentence structure are not correct, and it is difficult to follow the essay from beginning to end.

## Grade 5 Unit 2 Writing: Persuasive Essay

### Score Point 4

#### Computers at School

by Lucy F.

There are not enough school computers. We should use the money to buy more computers for students to use.

Right now lots of students have to wait to use one. This wastes a lot of time. And I often need to look up information on the Internet. So its a problem.

Also not everyone even has a computer. At home. Those students really need the oportunity to work on a computer at school. Its not fair that not everyone has the same tools to work with. If it effects your grades.

Another point is that papers need to be typed sometimes especially if the handwriting isn't clear. Then you have to have a computer and if there isn't one at home, what are you supposed to do, you'd have to stay really late at school but that can be a conflick.

All in all, let's spend that money on the computers we really need. That is a good use of the money.

**Focus**—The paper is generally focused on the topic, and the writer understands the conventions of the persuasive mode.

**Organization**—A sense of an organizational structure is evident, with some noticeable lapses. Writer does not order arguments particularly well or provide careful transitions between all distinct points, but the paper demonstrates a sense of wholeness.

**Support**—The writer uses several facts and reasons to support the appeal. Some opinion words are used. Vocabulary is adequate, although lacking in precision.

**Conventions**—Most frequently used words are spelled correctly. The writer uses capitalization and punctuation properly. Various sentence structures are employed. Syntactical errors occur but do not impede communication.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic with some extraneous or irrelevant information. The main focus of the argument may not be clearly presented as in the score 4 paper: “We should use the money to buy more computers for students to use.” The response may, however, present a unifying idea.

**Organization**—An organizational pattern has been attempted, although lapses are evident. Reasons are not always presented in a logical order from weakest to strongest or the reverse; transitional devices may be lacking. In some areas, the exposition is composed of loosely related details. The paper does not seem complete.

**Support**—Word choice is adequate but may seem vague or immature. Convincing reasons to support the central argument, such as “Those students really need the opportunity (opportunity) to work on a computer at school. Its (It’s) not fair that not everyone has the same tools to work with,” may be sparse. The response does not feature persuasive language as often as the paper with a score of 4: “this should... not fair...really need.”

**Conventions**—Basic knowledge of the conventions of capitalization and punctuation is demonstrated. In general, commonly used words are spelled correctly. There is some variety of sentence structure, although most sentences are simple constructions. Some sentence fragments occur.

## Grade 5 Unit 2 Writing: Persuasive Essay

### Score Point 5

#### Let's Create a New Art Studio

by Burke B.

Everyone knows that our school recently received a large donation of money. Now that we have extra funds, let's build a new art studio.

At this time, more money is poured into the sports program, and art and music just get what ever is left over. This is not a balanced way to spend the money. Many students love art just as they do sports. So it is only just and right to spread some of this money around to the art classes.

Another reason is that the art teacher does not assign more interesting projects because we simply do not have the materials. I'm certain that many students would love to construct sculptures and try their hand at jewelry making if the tools were within reach. More students would join the after-school art program, too, if it was a more exciting experience. Currently, the sports program has too many students to handle.

The strongest reason for creating a new art studio is that with better equipment and supplies, students with a passion for art will thrive. We'll have the opportunity to work on our techniques using the very best of what is available. Some of us may even grow up be profesional artists one day.

So if you care about art, support the building of a new art studio. It would be a wise use of the money.

**Focus**—The response is focused on the topic, and the writer ably handles the conventions of the persuasive mode. The opinion is clearly stated and restated in the conclusion.

**Organization**—A sense of an organizational structure is evident, with reasons organized from weakest to strongest. The writer typically presents transitions between points. The paper demonstrates some sense of wholeness.

**Support**—The writer uses facts and reasons to support the appeal. Persuasive language, including opinion words, is used. Vocabulary is adequate or better.

**Conventions**—Commonly used words are spelled correctly. The writer follows the conventions of capitalization and punctuation. Various sentence structures are employed. Syntactical errors occur but do not impede communication.

## Grade 5 Unit 2 Writing: Persuasive Essay

### Score Point 6

#### A More Beautiful School

by Keiko H.

There is no better way to spend the donation than on making our school a more beautiful place. Purchasing and planting bushes and trees would be the best way to use the money.

Currently, the school's grounds are very plain. Adding more colorful bushes and trees would improve our look and make the building more inviting.

Another great reason to use the donation to buy plants is that it would give our school community a project that we can all do together. Working together would help teachers and students build relationships with each other!

The best reason for using the donation to buy plants is that they would change the area around the playground into a pleasant park. Adding trees would give students and members of the community a cool, shady place to sit in the neighborhood. It would be the perfect place to relax and talk. Plus, as the trees grow, they will continue to add shade, benefiting everyone for many years.

I believe that buying bushes and trees is the best way to spend the donation because it will benefit all members of the community.

**Focus**—In the first paragraph the author states her clear opinion about how to spend a donation. She is very clear about her reasons for using the money to make her school more beautiful, and she uses persuasive words and phrases such as “There is no better way to spend the donation. . . .” to show her feelings.

**Organization**—The writer gives her reasons for spending the donation to buy bushes and trees in a series of logical arguments, that are separated into paragraphs She saves her best reason, the fact that it would change the area into a pleasant park, for last.

**Support**— The writer gives explanations, facts, and examples about why she wants to use the money for plants. She also talks about the benefits for the future of her community.

**Conventions**— The writer has checked her spelling, her sentences, and her punctuation. This has made it easy for the reader to follow her persuasive essay.

## Grade 5 Unit 3 Writing: Fictional Narrative

### Score Point 2

#### Secret Talent

by Mary S.

It was hot. Lena was sweating. She had to play piano in the assembly.

Lena plays piano since kindergarten. None of her friends knew. Then an announcement asked for a student. To play in a school assembly.

Lena planned to ignore the announcement and keep her secret. Mr. Mason the school's music teacher had plans.

He asked if she would play. The frightened part of Lena wanted to say "no" but the musician part said, "Sure, I'll do it."

She was regretting those words. Mr. Mason motioning to her, it was her turn. She climbed the steps. She played. When she finished, clapping.

Rosa said she was amazed. Lena said it was secret. Rosa was glad she shared it.

**Focus**—The writer is telling a story of someone who has to play piano for an assembly program, and how nervous she is. Although the story tells about the ordeal, it is often difficult to follow.

**Organization**—The story seems to have some order to it, but the lack of transition words and the incorrect verb tenses make it hard for the reader to grasp what is happening and when it is happening.

**Support**—There is some depth to some of the ideas, but word choice is weak and does not help the reader feel Lena's panic and upset.

**Conventions**—Spelling is not always correct. Punctuation or lack of it interferes with meaning of some sentences. Full sentences are not always used, making meaning hard to grasp.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The story does not stay focused on the story. The writing may reflect a limited understanding of purpose, audience, and the fictional narrative mode.

**Organization**—Lack of transition words and underlying sequence makes it hard to understand the story.

**Support**—Supporting details do not always relate to the story. Sentences such as “The frightened part of Lena wanted to say ‘no’ but the musician part said, ‘Sure, I’ll do it,’” would not be part of this piece.

**Conventions**—Spelling, sentence structure, and syntax are incorrect and make the story frustrating to read. The reader must guess at what the writer is trying to say.

## Grade 5 Unit 3 Writing: Fictional Narrative

### Score Point 4

#### The Lost and Found Mystery

by Barry S.

It had been happening all week, things suddenly missing. Richie would put his running shoes on the front porch so they'd be there for the morning run. They lived on a quiet street. Then they were gone. Same thing with his tennis racket, his library card even.

"Maybe some poor child needed them" his brother Andy suggested. "So he took them." Also his binoculars.

"That would explain my sneakers, what about my library card? Anyone can get one."

Andy shrugged and finishes eating his cereal. He was only six. What did he know? He had red curly hair and freckles.

Then Richie began to feel mad. An angry bee buzzed in his head. Where was all his stuff? He decided to solve this mystery.

Sunday morning run. He put an old beat up pair of running shoes on the porch. They hardly fit him any way. They were blue and white. Then he hid behind a bush. He heard footsteps on the porch. He sprang out. There was little Andy holding the sneakers!

"Hey what are you doing!" Richie yelled.

Andy looked scared. Then his brown eyes filled with tears.

"Your always so busy. You never play with me anymore. If I hid you're stuff. Then you would have time for me again."

Richie felt bad then. Andy held something out to him, it was his library card. He had it since he was little.

"Come on" he told Andy. "Let's go to the library and we can get you a card all your own."

**Focus**—The writer creates a setting and a plot, although some loosely related information occasionally distracts from the narrative flow. Focus is generally maintained throughout the story.

**Organization**—An organizational pattern is present, with some disruptions to the sequence. The writer has used a limited number of transitional devices such as time-order words to signal movement within the story. The narrative exhibits some sense of wholeness.

**Support**—The writer attempts to develop description and action with specific details in some parts of the response. Word choice is generally adequate but may be somewhat repetitious or limited. Verbs are not always precisely chosen. An attempt at using figurative language is made in one area of the response.

**Conventions**—The paper generally follows the conventions of mechanics, usage, and spelling, with some errors occurring. There is little variation in sentence structure, but most sentences are complete.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on simple action, with some extraneous information interrupting the narrative flow. The outline of the basic story may be sketchy in some areas.

**Organization**—The organizational pattern is somewhat undeveloped. Events are not always presented in a logical order, and some areas lack elaboration. The events and details are not worked into a clear chronology, in contrast to the story with a score of 4. While some effort has been made to structure the story into beginning, middle, and end, the narrative does not appear to be complete.

**Support**—Word choice is adequate but predictable; a lack of precision may be evident. The writing does not contain many elaborative details such as “red curly hair and freckles (freckles) or “old beat up pair of running shoes.” The response does not include figurative language, in contrast to the paper with a higher score: “An angry bee buzzed in his head.”

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Some commonly used words are spelled incorrectly. The writer has attempted to use a variety of sentence structures, although most are simple constructions. Some errors of syntax occur.

## Grade 5 Unit 3 Writing: Fictional Narrative

### Score Point 5

#### A Few Withered Leaves

by Lana M.

The week before Yolanda's neighbor Mrs. Gibson moved to the nursing home, the gray-haired lady knocked on her door. Behind her thick glasses, Mrs. Gibson's eyes looked worried.

"Excuse me, dear," she began. "I was wondering if you could do me a favor. I have some houseplants you could take. I don't think I can bring them all with me."

"Well, I don't--" Yolanda was about to say that she didn't know anything about plants and she didn't know where to put them anyway. But the woman seemed so concerned so she said, "Well, okay. I'll come over and get them." She had lived next door to Mrs. Gibson for about five years.

For two weeks the dry, withered plants sat on the window ledge of her bedroom. Their leaves looked like scrap paper, something you'd throw in the trash. She gave them a little water whenever she remembered. Why not?

Then one day, she noticed that a few of the plants were blooming. One had fuzzy violet blossoms. Another had pink petals. The one that was opening most slowly had pale yellow flowers. Yolanda felt surprised. She had been about to toss the whole bunch of pots into the dumpster.

All week, Yolanda couldn't stop noticing those flowering plants. On Saturday morning, she found the note Mrs. Gibson had left her. She found a pink satin ribbon and tied it around the pot with the pink flowers. She carried it carefully all the way to the bus stop.

Mrs. Gibson was sitting in a chair by the window of her new bedroom. It was not so far away from her old house. The room did not look like it belonged to anyone. When the old lady spotted Yolanda with the pot of flowers, her whole face lit up. She said, "I knew I trusted the right person with my house plants."

And Yolanda knew that it was true.

**Focus**—The writer understands the purpose for writing a story and adequately develops the plot, with few lapses.

**Organization**—An organizational pattern is present, with a firm beginning, middle, and ending. The writer employs transitional devices such as time-order words to advance the plot and show the connection between ideas. The narrative exhibits a sense of wholeness.

**Support**—The writer develops description and action with sufficient detail throughout the response. Word choice is generally adequate but may be somewhat limited. Verbs and nouns are usually specific. The writer employs some figurative language to create description. Dialogue is employed to advance the plot.

**Conventions**—The paper generally follows the conventions of mechanics, usage, and spelling. The writer consistently uses quotation marks correctly to set off dialogue. There is variation in sentence structure. Sentences are complete except where fragments are used purposefully.

## Grade 5 Unit 3 Writing: Fictional Narrative

### Score Point 6

#### The Big Game

by Malcolm G.

It looked like a perfect day when Louis arrived at the baseball field. Louis was new at Juan's school and Juan had struck up a friendship with him a few weeks before.

Every day at recess Louis wanted to play baseball with the rest of the class. Juan tried to teach him. The lessons hadn't gone well. Louis couldn't catch a ball to save his life.

Unfortunately, Louis felt he was improving. Now, the day of the big game, he was asking to play outfield.

Juan hesitated to answer and was struck by the look of disappointment on Louis's face. He decided to let Louis play. For most of the game, Louis didn't see any action. Now it was the last inning, and the game was tied.

"You've got to take the new kid out," begged one boy.

Juan promised to cover for him. Two outs later, the ball came straight at Louis. Juan had to save him. Unfortunately, Juan tripped and ended up on his back. When he rolled over, he saw Louis with the ball in his glove.

"Thanks for making that catch," said Juan on the way home.

"Thanks for giving me a chance to make it," said Louis.

**Focus**—This story has a clear setting and plot. It also has two sharply defined characters who face a developing problem. The use of idiomatic language in a phrase such as "Louis couldn't catch a ball to save his life" conveys an ironic point of view about Louis' ability as a player.

**Organization**— The story has a beginning, a middle, and an end. It develops some conflict along the way and ends with a satisfying resolution.

**Support**—The writer uses varied sentence structure, interesting word choices, and lively action verbs to create a mood and help the reader visualize events in the story.

**Conventions**—There are no obvious errors in spelling, punctuation, or structure to interfere with the reader's involvement in this piece of writing.

# Grade 5 Unit 4 Writing: Research Report

## Score Point 2

### Gateway Arch

by Gil G.

Pioneers crossed the Mississippi river. A landmark is now their. It is the tallest memorial landmark in the United States. It marks their achievements.

The city of St. Louis, Missouri and the federal government work together to build a park in 1935 for remembering the westward growth. They also create a landmark within the park that would remind people. Great explorers who traveled beyond the banks of the Mississippi River.

A contest was held in 1947–1948. It were to design a monument for the park. A man named Eero Saarinen won. The contest was won with a design for a 630-foot stainless steel arch.

The arch rises above the park and the river. Symbolizes a gateway to the West. It's stable. Withstanding hurricane winds and earthquakes. The arch was built with 60-foot foundations.

The Gateway Arch is good. The structure design to move as much as eighteen inches in 150 mph winds.

**Focus**—Although the report does maintain focus fairly well, the ideas are not quite coherent enough to make the writing easy to follow.

**Organization**—The report opens weakly. The concluding sentence is misplaced. Transitions between ideas and sentences are absent.

**Support**—The word choice is unimaginative. Some interesting facts are given, but additional interesting or exciting details would enliven the writing. Word choice is simple and at times faulty.

**Conventions**—Some syntax, agreement, and spelling errors make it difficult to follow the report, and sentence fragments are a problem. There are too many short, simple sentences.

## What Does a Score Point 1 Paper Look Like?

**Focus**—The writing is not as consistently focused on the subject as the score point 2 paper. The focus may wander to unrelated topics.

**Organization**—There is no topic sentence, and information is provided in a seemingly random order. The writing lacks a strong introduction and a strong closing.

**Support**—There are few facts that show evidence of careful research.

**Conventions**—Frequent and blatant errors occur in the basic conventions of mechanics and usage, and commonly used words are often misspelled.

# Grade 5 Unit 4 Writing: Research Report

## Score Point 4

### The Eiffel Tower

by Raven P.

I have always wanted to visit Paris so I'm writing about the Eiffel Tower. It is in Paris, France.

The Eiffel Tower was built from the desine of Gustave Eiffel. It is the tallest structure in Paris. It stands 1,063 feet high. It use to be the tallest in the world but that's not true anymore. It was built in 1887. When it was up, many people thought it was ugly it was very modren looking at the time.

The tower was first built as part of World's Fair. It took three hundred workers to build it from iron. When they put it up, it was just suppose to be left standing for twenty years. But then people found there were good uses for it. So it still stands. There are even taller buildings in France these days.

For instance, during World War Two, the militry used the tower to help the war effort. Soon the tower became a symbol. A symbol of French pride. The French could not part with the Eiffel Tower after it showed what it's worth.

Today if you visit you can walk up the stairs but you need the lift to get to the third level. It is quite a climb. If it was a regular building it would be eighty-one stories high. Most skyscrapers, you take an elevator the whole way up.

**Focus**—The writer understands the purpose for composing a research paper and generally maintains focus, although some loosely related information is included.

**Organization**—An organizational pattern is present, with noticeable lapses in sequencing information. The response exhibits a limited number of transitional devices such as time-order words. Narrative exhibits some sense of wholeness, but the introduction is not adequate, and the paper concludes abruptly.

**Support**—The writer includes supporting information with specific details in parts of the response, but details do not always relate clearly to paragraph topics. Word choice is generally adequate but is somewhat limited.

**Conventions**—There is little variation in sentence structure, and a few sentences are fragments. The paper generally follows the conventions of mechanics, usage, and spelling.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing focuses on the topic but may include extraneous or loosely related information; lapses occur in some areas of the response.

**Organization**—The organizational pattern is somewhat undeveloped. Information is not always presented in a logical order. Development is erratic. The report may be composed of loosely related events and details and does not exhibit the clear outline of a report with a score of 4.

**Support**—Word choice is adequate but predictable; nouns and verbs may be chosen without precision. The writing does not contain many details such as “The tower was first built as part of World’s Fair” or “For instance, during World War Two, the military [military] used the tower to help the war effort.”

**Conventions**—Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, although the writer has not attempted to use punctuation other than comma and period. Commonly used words are generally spelled correctly. Some errors of syntax occur.

# Grade 5 Unit 4 Writing: Research Report

## Score Point 5

### Mount Rushmore

by Sei S.

Mount Rushmore, a famous American landmark, was a very challenging project. It is a stone carving of the faces of four U.S. presidents, George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. It was the dream of two men, Gutzon Borglum and Senator Peter Norbeck of South Dakota. This impressive stone sculpture also has an impressive story. Some thought it couldn't be done.

Borglum was an artist who wanted to creating an artwork that would attract the world's attention. When he met up with Senator Norbeck, he found just the right project. Norbeck wanted to give his home state a famous artwork. He thought it would be good to have a sculpture carved out of the Black Hills. Borglum was eager to try. It was his idea to carve the faces of American presidents.

Of course, this was a mighty task. They had to organize a team that could do the work. Blasting through rock face is very difficult; experienced workers were not readily available. Before this, Borglum had attempted another big stone carving project. So a team of miners was brought in to start the project. Many quit. The work was just too dangerous. That was even before the Depression.

Eventually a steady crew was hired, but then the Great Depression crippled the country. The work had to stop for some years until Borglum and Norbeck could get the funds they needed to go on. With money from the government, which was supplying relief money to states during this hard time, the project went on. It took fourteen years to complete it. In 1941, the Mount Rushmore sculpture was finally done. It was an amazing accomplishment, many still admire it today.

**Focus**—The writing focuses on the topic, with some lapses. The tone reflects the writer’s interest in the subject.

**Organization**—An organizational pattern is present, with a clear introduction, body, and conclusion. The paper conveys a sense of completeness. Transitional devices such as time-order words are used where appropriate.

**Support**—The writer includes ample supporting information with specific details where relevant. The writing demonstrates a mature command of language. Words are chosen with precision.

**Conventions**—There is variation in sentence structure. Sentences are generally complete, although fragments may be used deliberately for effect. The report generally follows all conventions of mechanics, usage, and spelling.

# Grade 5 Unit 4 Writing: Research Report

## Score Point 6

### A Nation's Landmark

by Nora W.

Who lives at 1600 Pennsylvania Avenue? If you said the American President, then you are correct. The White House is one of the most recognized U.S. landmarks.

George Washington chose the site for the White House in 1792. However, he was the only President who didn't live there. Construction was completed in 1800 when John Adams was President. From that point on, the house has served as the official residence of the President and his family.

Today's White House is more than 55,000 square feet and has 132 rooms with 35 bathrooms. The first floor is for public activities with special meeting rooms, such as the State Dining Room, where important leaders are entertained. The second and third floors are the President's private residence.

For more than two hundred years the White House has served as home to the President, a landmark for visitors, and a meeting place for global leaders. The White House is an important part of our nation's history.

**Focus**—The research report shows a definite grasp of the subject and the ability to handle many facts about the "Nation's Landmark" in a lively and and entertaining manner.

**Organization**—The report is able to go back and forth between the current day and the past history without losing its central theme of the history of the White House.

**Support**—Facts are presented with details that support them and enlighten the reader. The details of the uses to which the building is put are lively and human.

**Conventions**—Spelling, sentence structure, punctuation, and other conventions are presented perfectly. The opening, with a question that gets answered in the second sentence, show the writer's ability to handle varied types of structure without losing attention to the central theme.

## Grade 5 Unit 5 Writing: Comparison/Contrast

### Score Point 2

#### Two Kinds of Wild Weather

by Glenda G.

Which weather is scarrier, hurricanes with a wind of 150–200 miles per hour or tornados, with speeds of 300 miles per hour? There are more than 1,000 tornados.

A hurricane can last a week, tornados take minutes. Both weather conditions leave destrucshun. The width of a hurricane 300 miles. A tornado rarely more wide than a mile. Predicting hurricanes is more easy than predicting tornados.

Forecasters can tell a hurricane about two days to ten hours. Forecasters have only twenty minutes to warn people about a tornado.

Hurricanes don't happen every day. The average per year is one hundred worldwide.

**Focus**—Although the compare-and-contrast essay does discuss hurricanes and tornados, it does not have enough coherent focus.

**Organization**—The article opens with a weak description of both kinds of storms. However, it ends with a description of only a hurricane instead of both kinds of storms. It does not have enough transition words throughout.

**Support**—Comparisons and contrasts are not developed sufficiently. Poor word choice interferes with interesting or exciting details in the writing.

**Conventions**—Some spelling errors such as *scarrier* for *scarier* make it difficult to follow the essay, as do sentence fragments and run-on sentences.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writing is not focused on the two different items being compared and contrasted. Purpose and audience are not adequately addressed.

**Organization**—There is no topic sentence or item-by-item comparison. The ending is weak and does not give the writing a strong closing.

**Support**—There are a few facts, but they are vague and do not really support the writing. For example, the paper may lack facts as specific as the wind speed given in the score point 2 paper.

**Conventions**—Spelling and other conventions of English are incorrect and make understanding of the article difficult.

## Grade 5 Unit 5 Writing: Comparison/Contrast

### Score Point 4

#### Two Great Vacation Spots

by Ivan R.

When people plan vacations they often will pick the beach or mountains. Both these places are good choices. They each can have some of the same things to offer, but are different too.

If you like beautiful scenery, you might enjoy the mountains. Say, the great Rocky Mountains of the western United States. Majestic rock formations reach up to the sky, their purple towers capped with white. They are a very impressive sight. On the other hand, the sparkling beaches with waves and gentle sand dunes are an equally lovely sight.

In either place, you can find fun ways to get exercise while you explore the surrounding. In the mountains you can go hiking and fishing in the streams. You might not think so but there are brooks and streams where the fishing is great. Of course, you can also fish in the ocean or bay when you are at the beach.

You could think about what kinds of weather you like too. Mostly warm or somewhat cooler. Beach areas are often sunny and hotter. Although on a trip to the mountains you could be warm in daytime but then the temperature suddenly drops by evening, it can be really cold even in summer. Pack different weights of clothes for the mountains.

So these are two places you might choose on your next vacation.

**Focus**—The response demonstrates an understanding of the purpose for writing. Some information irrelevant to the comparison/contrast is included. Overall, focus is maintained throughout the response.

**Organization**—The exposition shows appropriate point-by-point comparison/contrast with a few lapses. In some areas, the response includes transitional devices between points of comparison or contrast.

**Support**—The paper supplies adequate information with additional details in some areas, while in other areas supporting ideas are not as well developed. Word choice is generally

adequate but may lack precision. The writer expresses an opinion about the value of each vacation area.

**Conventions**—The writer generally demonstrates mastery of the conventions of mechanics, usage, and spelling. Some errors of syntax occur but do not significantly impede communication. Most sentences are complete, although there is little variation in sentence structure.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic with some extraneous information. The paper may lack a clear introduction such as “When people plan vacations they often will pick the beach or mountains. Both these places are good choices” or a concluding sentence such as “So these are two places you might choose on your next vacation” but generally maintains focus.

**Organization**—There is some evidence of an organizational structure, but noticeable lapses in the comparison/contrast pattern are found. Facts and elaborative details may not directly support specific points. The organizational pattern is weaker overall than in a response scored at 4 points. Comparison words such as *same*, *different*, *cooler*, *hotter* appear less frequently than in the paper with the higher score. The paper exhibits some sense of completeness.

**Support**—Word choice is limited and vague. The response offers fewer supporting details than does the score point 4 paper (“purple towers capped with white; sparkling beaches with waves”). The writer may not express an opinion about the topic.

**Conventions**—Knowledge of the conventions of mechanics and usage is demonstrated, although errors occur more frequently than in the score point 4 paper. Commonly used words are generally spelled correctly. There is little, if any, variation in sentence structure.

## Grade 5 Unit 5 Writing: Comparison/Contrast

### Score Point 5

#### Apartments and Houses

by Elizabeth C.

Most people in this country live in either houses or apartments, and there is something to be said for each kind of home. Both provide shelter and most have the same kinds of conveniences that we all depend on, lighting, heat, and plumbing.

If you live in a house, you have more privacy than in an apartment. On a street of houses, neighbors do not hear or see each other very much unless they're outside watering the lawn. Apartment neighbors, on the other hand, usually have families above them and below them. If the walls are not too solid, there can be noise from voices or televisions.

Keeping your property in good shape is another point to think about. If you have an apartment, you usually call the superintendent of the building when something needs a repair. But if you live in a house, especially if you own it, you'll probably need to call a plumber or handyman to fix things up. That is an advantage of the apartment dweller.

Many people think about having a backyard when they buy a house. That is a strong reason for people if they have children or are good gardeners. While if you live in an apartment building the chances are that if you want to see green grass, you'll have to go to the nearest park. Of course, if you live in an apartment you won't need to mow the lawn!

All in all, there are advantages and disadvantages of living in an apartment or house. Which one you choose depends on where you live and how you want to live.

**Focus**—The response demonstrates a clear understanding of the purpose for expository writing. Most of the information included is directly related to the points of the comparison/contrast, and the focus is consistently maintained.

**Organization**—The appropriate organizational pattern for point-by-point comparison/contrast is employed, with few lapses. There is evidence of a logical progression of ideas. The response conveys a sense of completeness.

**Support**—The writer uses facts and relevant details to support ideas throughout the response. Word choice is precise and masterful. The writer expresses an opinion as to the value and appeal of the two types of homes.

**Conventions**—There is variation in sentence structure, and sentences are complete except where fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.

# Grade 5 Unit 5 Writing: Comparison/Contrast

## Score Point 6

### Two Ways to Play Music

by Jacob V.

Some musicians play two instruments, such as the guitar and the piano. Guitars are popular and easy to carry. At only about seven pounds, guitars are one of the lighter musical instruments. Most guitars have six strings, but there are many styles available, so choose the one you think is best.

To play the guitar, you can pluck the strings, using the hard edges of your fingernails to make the strings go plink! You can also strum the strings to play a chord that sounds as soft as a gentle breeze.

Pianos are popular instruments with musicians, too. However, they are different from most other instruments. The average piano weighs between 300 and 900 pounds!

Almost any piano you play will have eighty-eight keys. To play the piano, you press down on the keys with the soft pads of your fingertips.

Although pianos are heavier than guitars, and the number of strings on a guitar is fewer than the number of keys on a piano, both instruments make beautiful sounds. Both can sound as sweet as a singing bird or as powerful as thunder.

**Focus**—The article is a comparison of two musical instruments. The writer uses the item-by-item method to list all the information about first, guitars, and then, pianos.

**Organization**—The writer makes it clear in the first paragraph that he is comparing the two instruments. He uses compare-and-contrast words such as *however* and *although* to make the ideas easier to follow. His conclusion summarizes the article and gives it a strong closing.

**Support**—The writer includes facts about each instrument and uses figurative language such as *as soft as a breeze* and *as sweet as a bird* to make the descriptions come to life.

**Conventions**—The writer has carefully checked spelling, grammar, and sentence structure, and it is all correct. This helps to make the article easy to read.

## Grade 5 Unit 6 Writing: How-to Article

### Score Point 2

#### How to Make a Glass Harmonika

by Judith M.

Did you know that you can make music. With glass and water? Benjamin Franklin. He figured out how to do it. He made something called the glass harmonika. A sound was the result.

You can make your own glass harmonika. Glasses with thick sides won't work. Put the glasses in a row. Fill the glasses with water. Gather eight thin glasses. Each glass should have less water.

Then, wet your index finger run it around the rims of the glasses. Each glass will have a different tone. Play a simple tune, such as "Twinkle, Twinkle, Little Star," or a tune you make up.

Experiment. With musical notes. It's fun!

**Focus**—The writer stays focused on the topic.

**Organization**—Organization is a problem in this how-to article. Steps are not in order; therefore it is not always possible to follow the process.

**Support**—There are facts included to support the general idea of making a musical instrument, but they are not developed.

**Conventions**—Spelling errors and sentence fragments make it hard to read and understand the article.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writing is unfocused and difficult to follow. A process may not be described completely.

**Organization**—Steps in the process are out of order. The writing would also benefit from more transition words.

**Support**—Details are lacking, making the process difficult to replicate from the writing.

**Conventions**—Incorrect spelling and inadequate sentence structure cause confusion instead of promoting clarity.

## Grade 5 Unit 6 Writing: How-to Article

### Score Point 4

#### How to Make a Sundial

by Nicole B.

A sundial is a kind of clock. They used sundials long ago, they were the first way of keeping time. Here is how you can make a simple sundial.

First you need to figure out the latitude of where you live, and you will need a map unless you already know it. Latitude means how many degrees north or south you live. You can use a map or go to the nearest computer and log on to an internet site. You can't start without this information. Print out a template, that is a pattern, for the sundial.

You can get all this on a library computer. If you don't have a home computer. The site gives instructions for folding the paper template. You should line it up right before folding or it isn't accurate.

Now take the sundial outside. The style (what you point with) has to aim North. Where you put it, it must be a flat surface. Now you can tell the time of day.

**Focus**—The explanation includes some relevant information; the writing is generally focused on the topic, although some loosely related information is included.

**Organization**—An organizational pattern is evident, although some information is presented out of logical order. The writer has included transitional devices in some areas of the response, including time order and spatial words. The paper conveys some sense of wholeness.

**Support**—The word choice is adequate, although development may be uneven; details are lacking in some areas of the response. Some parts of the explanation are unclear and imprecise.

**Conventions**—The paper generally follows the conventions of mechanics, usage, and spelling. Sentences are limited in pattern and length.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic, but unrelated details appear more frequently than in the paper with a score of 4 points. The response may not include a clear topic sentence such as “Here is how you can make a simple sundial.” However, there is some sense of mode, purpose, and audience.

**Organization**—An organizational structure has been attempted, with observable lapses. Progression of steps may be illogical. There is limited use of transitions such as time order and spatial words. The expository element of the paper is weak.

**Support**—The writer’s choice of words is limited and predictable. There are fewer details offered throughout the piece, as compared to the paper with a score of 4 [“First you need to figure out the latitude of where you live...”; “Print out a template, that is a pattern, for the sundial.”].

**Conventions**—Frequent errors in mechanics, spelling, and usage occur but generally do not impede comprehension of the response. Commonly used words are usually spelled correctly.

## Grade 5 Unit 6 Writing: How-to Article

### Score Point 5

#### How to Set Up a Tent

by Clark J.

If you plan to go camping, you will need to know how to set up a tent. Here is a basic guide to pitching your tent so that it will remain up until you are ready to take it down. Each tent comes with its own set of instructions, so read these before you begin.

The next most important step is to find a sheltered area that looks safe. If you are fortunate, there will be a natural windbreak on at least one side of the tent, such as a woods or cliff. In any case, you need to think about which direction the wind is blowing from. That's so your tent doesn't get blown over. Even the best tents are only cloth. And the wind can get strong.

Remember to line your tent up so that the doors and any other openings face the way the wind is blowing. Doing this will also bring fresh air into the tent and stop moisture from forming inside it. In very windy places, you might need even more weight.

Now unfold the tent sheets close to the ground. They should stay flat while you pound in the pegs that hold the tent in place. If it is very windy, you can put weights like flat rocks on top of the pegs. When the pegs are firmly driven into the ground, pull up the sheets of the tent. Again, each tent comes with specific instructions for you to follow.

If you have done everything correctly, you will have a nice cozy sleeping space. A tent that is put up the right way will protect you from the weather while giving you the feeling of being outdoors.

**Focus**—The writing demonstrates a solid awareness of audience and purpose. The focus of the exposition is maintained throughout.

**Organization**—An organizational pattern is in place, with few lapses. The writing generally demonstrates a logical progression of steps and explanatory details. Transitional devices are used in some areas of the response to introduce points.

**Support**—A number of supporting details elaborate on the controlling idea. The writer uses time order and spatial order words appropriate to the explanation. There is ample development, and mastery of language is demonstrated.

**Conventions**—The explanation includes variation in sentence structure, and most sentences are complete except when fragments are used intentionally. The writer generally observes the conventions of mechanics, usage, and spelling.

## Grade 5 Unit 6 Writing: How-to Article

### Score Point 6

#### How to Make Frost

by Alejandro H.

Have you ever noticed the frost that forms on windows in the winter? Did you know that you can make frost? Frost is one form of water. It is made from another form of water called water vapor. All you need are ice cubes, a plastic bag, an empty coffee can, and salt.

First, place ice cubes inside a plastic bag and seal tightly. Use a hammer to crush the cubes into small pieces. Next, place a layer of ice about three centimeters deep at the bottom of a can. Then, add a thin layer of salt on top of the ice. Repeat layers of ice and salt until the can is full. Finally, breathe softly on the surface of the can. The surrounding air must contain water vapor for frost to form, and breathing on the can adds more water vapor to the air.

Now watch as frost appears on the can. The frost forms when the water vapor freezes on contact with the cold surface of the can.

**Focus**—This excellent example of explanatory writing is focused completely on the process of making frost. The process is explained step-by-step and is clear and easy to follow.

**Organization**—All of the supplies needed to make frost are listed in the first paragraph. Then, one by one, the writer takes the reader through the whole process in a clear and concise way.

**Support**—All the directions are simple and can be easily replicated. There is interesting word choice, such as *thin layer*, *breathe softly*, and *surrounding air*.

**Conventions**—Attention has been given to correct spelling, straightforward sentence structure, and appropriate grammar.