

Florida Treasures
Grade 5 Student Book
Time for Kids Writing
Anchor Papers: Student Writing Samples

Grade 5 Unit 1 Writing: Expository
Score Point 2

In the community
by Marie S.

How you can help in your community, one way is by playing safe. If you play safe in the park you won't get hurt and nobody need to call the ambulance. Another way, to follow the street crossing lights. No traffic light on some corners. People following rules. Everybody have to think about safety. Like if you all watch out for each other. Big kids can help young kids. Mothers can take turns watching each others' kids. Its good for everyone to know everyone else. A community where there is people looking out for others is a good community, even school kids can help make a good safe place.

Focus—The response is related to the topic but includes some loosely related material. The limited scope of the topic sentence suggests that the writer only partially comprehends the writing prompt.

Organization—Little evidence of an organizational pattern is demonstrated, and the paper lacks a sense of wholeness. Transitions to show movement within the text are lacking.

Support—Development of support is inadequate. The word choice is limited and vague. There is some attempt to explain ideas through elaboration, but the exposition is weak and the reasoning is circular.

Conventions—There is little or no variation in sentence structure. Gross errors in syntax are noted. Errors in basic conventions of mechanics and usage occur; commonly used words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The paper is an incoherent listing of related ideas or sentences.

Organization—There is little evidence of an organizational pattern in the response. Transitions between ideas and sentences are absent.

Support—Vocabulary is limited, with inappropriate word choice markedly impeding communication. Elaborative details are extremely sparse or wholly absent, even those as minimal as the score point 2 paper's "If you play safe in the park you won't get hurt and nobody need(s) to call the ambalence [ambulance]" or "Muthers [Mothers] can take turns watching each others' [other's] kids."

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

Grade 5 Unit 1 Writing: Expository Score Point 4

Help a Good Cause

by Serena G.

One way to help the community is join a good cause is, like make things for other kids who are sick in hospitals. There are lots of things you could make, from bean bags to murils. You could make a stuffed animal or a doll from cloth. Some groups are formed that help children do this. Then they give the toys and things to the children who needs them. In my neighborhood I know lots of kids with asma, they often to the hospital for a few days.

Sometimes there is a group who paint murils. You know those pictures on walls inside or outside a building. You could definitely join one. Whole bunch of kids create the muril. Murils are especialy nice because they brighten up a building or a street. In my block they have one on the corner, it's of giant sunflowers and butterflies, it makes that corner look like a garden!

You also could make bags from cloth and then put your own special design on the bags. These also go to children who need some cheering up. You could make a pretty card to put in the bag. I think anyone likes to get something like this. Your friends would probably want to do this too.

So in your community, there are ways to make other children feel better. You and friends can work together.

Focus—The writing is generally focused on the topic but may include some extraneous or loosely related material. There is some sense of purpose, audience, and mode.

Organization—An organizational structure is apparent, with some lapses. Transitions are included in some areas of the exposition to introduce points and examples. The paper displays some sense of wholeness.

Support—Word choice is generally adequate, although development is uneven. Details and examples are used in some areas of the writing.

Conventions—There is little variation in sentence structure. The paper generally follows the conventions of mechanics, usage, and spelling.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic, but may include extraneous or loosely related material. The paper with a score of 3 may lack a topic sentence, even a syntactically awkward opening such as “One way to help the community is join a good cause is, like make things for other kids who are sick in hospitels [hospitals].”

Organization—The writer has made some attempt at an organizational pattern, but lapses are numerous, and the paper lacks a sense of completeness. Transitions between ideas and between sentences are sparse.

Support—Some support from details and examples is included, but development of ideas is erratic. Word choice is adequate but limited or predictable. The paper with a score of 3 would not contain many details such as “Murils [murals] are especialy [especially] nice because they brighten up a building or a street” or “You also could make bags from cloth and then put your own special design on the bags.”

Conventions—Most sentences are complete, although there is little variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.

Grade 5 Unit 1 Writing: Expository Score Point 5

Our Neighbors in Need

by José S.

A problem in our community involves older people. There are many older people in my neighborhood. Some of them cannot shop all by themselves. Some can't read the paper anymore because they don't see well. Others cannot walk their dogs but really need a pet for the company.

I think my friends and I could do a lot to help older people. I know this from living in a house with my own grandma. She often needs help from my parents and us kids. If all young people who are able got organized, we could do a lot for people. Like my grandmother. If she didn't live with us, she might have to go to a nursing home.

It could be possible to organize an after school group and divide up the volunteer jobs. For example, some students could sign up to be dog walkers, others could volunteer to read to neighbors with poor vision. We could ask some of our community leaders to help us organize ourselves. Maybe our teachers know how to get started too. Mr. Gomez is a great teacher. I might ask him.

It would be very satisfying to know we are really helping. Now that I've thought about this, I'm actually going to do it.

Focus—The writing consistently focuses on the topic, and demonstrates understanding of the expository mode. The introductory paragraph clearly establishes a problem in the community that can be addressed.

Organization—The organizational pattern provides for a clear progression of ideas, although some slight lapses may occur. Transitional devices are used to introduce examples and show movement within the text.

Support—Support through details and examples is ample. The writing demonstrates a mature command of language, including precision in word choice.

Conventions—The writing contains variation in sentence structure; sentences are usually complete except where fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.

Grade 5 Unit 1 Writing: Expository

Score Point 6

Tutoring at School

by Asha S.

One way to help in our own community is to tutor other kids at school. There is an excellent program at my school for peer tutoring. It helps students who are having trouble with reading or math. Volunteers can participate in this program simply by signing up.

You can sign up to help in one or more school subjects. You might decide to tutor a younger student, or work with someone in your own grade. Several of my friends are very skilled at math, and they have worked with other students since last year. When I joined the program, I decided I could best help other kids with reading. There are also positions for coaching in sports and for helping disabled students.

Besides giving help in particular subjects, peer tutors are able to form solid relationships in their own grade and across the grades. When students get to know each other, it creates a good atmosphere at school. Classmates can become better friends, and younger kids feel that they have older students looking out for them.

Tutoring has improved my school experience in all the ways I have mentioned. It has also made me think that I might like to be a teacher one day.

Focus—The writing is focused, purposeful, and reflects insight into the writing situation. Focus is clearly established in a topic sentence and is consistently maintained. The paper demonstrates a commitment to and involvement with the subject.

Organization—The firm organizational pattern provides for a logical progression of ideas. Transitional devices are used appropriately. A sense of wholeness is evident.

Support—The response demonstrates a mature command of language with freshness of expression. Supporting details and examples amply elaborate on the main idea.

Conventions—Sentence structure is varied, and sentences are complete except where fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.

Grade 5 Unit 2 Writing: Narrative Score Point 2

George Washington by Diana Q.

George Washington was the greatest leader of the old days. He fowt the Brittish. He won the war for the colonys. He had been a good General.

The war ended and the people made him Presedent. He did not really want to be it but he was so populer. He fowt during hard times and at Valley Forge where they servived that long winter. Lead the country. The colonys become a nation. The Brittish wanted to keep cowntrol of them but they lost the fight.

Today we all still call him Father of our Country. Why I chose to write about him. He was the first Presedent of the United States. There is a famos picture of him crossing the Dalaware River.

Focus—The writing relates in some way to the topic, but the writer has failed to understand the mode, which was to be narrative rather than expository. Information is presented in a disjointed manner.

Organization—There is little evidence of an organizational pattern. Transitions between sentences and ideas are weak or absent. The paper lacks a sense of wholeness.

Support—Development of supporting ideas is inadequate or illogical. Word choice is limited and vague.

Conventions—The response includes little variation in sentence structure. Errors in basic conventions of mechanics and usage occur, and some commonly used words are misspelled. Some syntactical errors, such as fragments, are noted.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The response may lack a topic sentence such as “George Washington was the greatest leader of the old days.” The paper seems fragmented or incoherent.

Organization—There is no evidence of an organizational structure. The writer has not provided an introduction or conclusion. Transitional devices may be wholly absent.

Support—Development of support is sparse or completely lacking. The paper with a score of 1 will not include specific details such as “He fowt during hard times and at Valley Forge where they servived that long winter” [He fought during hard times and was at Valley Forge where his troops survived that long winter].

Conventions—Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors in the basic conventions of mechanics and usage occur. Commonly used words are often misspelled.

Grade 5 Unit 2 Writing: Narrative Score Point 4

A Brave Man by Setsuo I.

Last month there was a big fire in town. A old wooden house caught fire. It was on Oak Street, down the block from the post office. The house was three storys. They said the fire started in the top because some wires caught. It was a large blaze. The houses on that street mostly brick.

The Baileys live there. They have three kids, one a baby. When the fire started, late at night. Mr. and Mrs. Bailey, they got the two children out (the boy and the baby). But when Mr. Bailey tries to get out their little girl, the floor caved in. She's in my sister's class at school.

Everyone was screaming outside the house to get the little girl. Then the fire engenes got there, that house was all smoking and flames. Mr. Evarts, he's one of the fire figthers, he went in the house and got the girl, they were in there a long time. Finally came out with her and everyone cheers.

The next week after that, they had a special seremony to honor Mr. Evarts, a very brave man. We have a good fire department.

Focus—The writing is generally focused on the topic, and the writer has a sense of mode, purpose, and audience. Some extraneous material is included.

Organization—An organizational pattern is evident, with several notable lapses. Transitional devices such as time order words are used in some areas of the response. The narrative exhibits some sense of wholeness.

Support—Support, including word choice, is generally adequate if somewhat limited and vague. Development of elaborative details is uneven.

Conventions—The paper generally follows the conventions of mechanics, usage, and spelling. 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 the topic but may include extraneous or loosely related information. Narrative may occasionally seem fragmented.

Organization—An organizational pattern has been attempted; the writer establishes background for the narrative but does not always maintain the structure. The paper may lack a sense of completeness.

Support—Some supporting details are included, but development is erratic. The writer’s use of language is limited or immature. Details may be lacking in the paper with a score of 3, such as are found in the paper with a score of 4 points: “a large blaze...floor caved in...everyone was screaming...”

Conventions—Knowledge of the conventions of mechanics and usage is usually demonstrated. Commonly used words are usually spelled correctly. Syntactical errors are noted more frequently than in the paper scored at 4 points.

Grade 5 Unit 2 Writing: Narrative

Score Point 5

Something to be Thankful For by Michael D.

Last April, when I was in fourth grade, I broke my leg in a skateboard accident. The doctor said it was a bad break. In more than one spot. I had to stay home from school for almost a month, he said to my parents. I could go back to school before the end of the year, but I saw that I would miss a lot of classes. Not to mention fun.

The first week it didn't worry me that much. My older brother Vic brought me my homework assignments. I did them, I didn't have much else to do really. After that it started to get hard. Especially the math homework. When you don't know how the teacher is teaching it, it was hard to follow along. I was worried about having to go to summer school and missing out on camp.

One day Vic noticed that I was upset. He asked me about it. He is in high school and has a lot of work of his own and an after school job a few days a week. But he said, "I'll help you with your math, Mike. If we do it together, it won't seem so hard."

Every day after school (and sometimes at night after he came home from his job) Vic helped me. It did not matter how slow I was at catching on, he didn't give up on me. I didn't know how to thank him.

When I was allowed to go back to school, I was all caught up on my work. I took a math test and passed. My teacher was very happy with me.

I wished I had enough money to buy Vic something great, but really I just had my allowance. So one day, when he was working, I cleaned his room. Then I went down to the kitchen and read a cookbook for the first time in my life. I baked a chocolate cake and decorated it with Vic's name.

When he got home and saw the room and the cake, Vic hugged me. "You didn't have to do that," he said. "I enjoyed working with you."

That's my brother Vic. You couldn't have a better one.

Focus—The writing focuses on the topic with a clear sense of mode, purpose, and audience.

Organization—The organizational pattern is clear, with few lapses. Transitional devices are used to signal movement within the text. A sense of wholeness is evident.

Support—The support is ample throughout the narrative. Details are used to elaborate on the actions and thoughts of the narrator and his brother. Word choice is typically precise.

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

Grade 5 Unit 2 Writing: Narrative

Score Point 6

The Woman Who Saved the People

by Keira N.

Long ago, the people of the village were starving. It was a hard winter, and food had been scarce for many weeks. There weren't even many animals left to hunt. Great fear was in the village. How would they survive until spring? Some gave up hope.

One day, a woman appeared in the frozen streets. She walked alongside a donkey with bells on its neck. On the donkey's back were two heavy bags. When they heard the bells, some people came out of their houses. They gathered around the stranger, asking her name and where she came from.

The woman said, "I have many names. You are hungry here, and I have food." Then she told them to bring out their bowls and jars. Into each one, she poured some grains and beans. But she did even more. She went into the homes of people and taught them to cook delicious stews and to bake healthy bread. She showed them how to make their small amount of food last a long time.

In the early spring, when the ground thawed, she helped people plant. She taught them new ways of working their farms to keep the soil rich. She gathered whatever could be eaten from the land and gave it to the villagers. Everyone thanked her for her good deeds.

One morning, the woman went away. She was never seen again in that village. But there was no more hunger there. The people believed that she had gone on to another town where she was needed, and every year, they remembered her with a huge feast.

Focus—The writing is focused, purposeful, and reflects insight into the mode, purpose, and audience of a narrative. The paper demonstrates a commitment to and involvement with the subject and a creative treatment of the prompt.

Organization—The response has a clear organizational pattern with a logical progression of ideas and events. Transitional devices allow the writing to flow gracefully.

Support—Support is substantial, relevant, and illustrative. The writing demonstrates a mature command of language with freshness of expression. Details are used to good effect throughout the story.

Conventions—Sentence structure is varied, and sentences are complete. Few, if any, convention errors occur in mechanics, usage, and punctuation.

Grade 5 Unit 3 Writing: Persuasive Score Point 2

Sports Centur

by Tom J.

What we need is a new sports centur. I'm thinking a basketball court, tennis court and maybe even a pool. The little kids having their playground with swings and slides already. Now something for kids my age. When I go on vacation, I always swim and plays tennis.

If there is extra land thats what we shud use it for. Don't make a shopping mall because we already got that. On Sunrise Ave.

A new sports centur a good idea because kids need somewhere to play thats clean and safe. The old tennis court so cracked and small anyway, besides by the gas station. In my cowsin's town, a really nice sports centur built last year.

I think is the best way to using the new land. Just where is it suposed to be anyway?

Focus—The writing is focused on the topic but includes loosely related material. The writer has some sense of the persuasive mode, but the focus in not always well maintained.

Organization—Little evidence of an organizational pattern is evident. Transitional devices are generally lacking. The paper does not demonstrate a sense of completeness.

Support—Supporting details are sparse; details do not always relate clearly to the main points. Word choice is limited and sometimes inappropriate.

Conventions—The paper has little, if any, variation in sentence structure, and gross errors in sentence structure are noted. Errors in basic conventions of mechanics and usage occur, and some commonly used words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The paper with a score of 3 lacks a controlling sentence such as "What we need is a new sports centur [center]." The response indicates a poor grasp of the persuasive mode.

Organization—The paper is an incoherent listing of related ideas or sentences; little organizational structure can be found. The disconnection between ideas and sentences is made even more obvious by the lack of transitional details.

Support—There is little, if any, development of support, even that as limited as in the score point 2 paper: "I'm thinking [of] a basketball court, tennis court and maybe even a

pool;" "The old tennis court [is] so cracked and [it is too] small anyway, besides [being] by the gas station." Limited or inappropriate word choice sometimes obscures meaning. There is little or no use of persuasive language, even as sparse as in the score point 2 paper's "what we need" or "I think."

Conventions—Gross errors in sentence structure and usage impede communication. Frequent and blatant errors occur in the basic conventions of mechanics and usage, and commonly used words are often misspelled.

Grade 5 Unit 3 Writing: Persuasive Score Point 4

A New Skating Rink

by Min S.

I think what our community needs is a ice skating rink. One where you could skate indoors all year around. Ice skating is a great sport. It is very healthy and fun. Roller skating is also fun.

If we had a ice skating rink, it would be something to do. After school and on weekends. Also it would be very good for parties and for friends to meet each other there. My last birthday party we has had at a pizza restawrant.

Another reason it would be great to have the rink is for the exercise. The best kind is where its fun. Not like push ups or running around the field for my gym class. I'm always reading about how children today don't get enough exercise. Well, skating is one way to solve that problem.

So let's use the land to build a new skating rink. It's a terific idea!

Focus—The writing is generally focused on making a persuasive appeal on behalf of the skating rink but includes some loosely related material. The writer has some sense of purpose, audience, and mode.

Organization—An organizational pattern is apparent, with some lapses. The progression of ideas is basically logical. Transitions are used in some areas of the response. Some sense of wholeness is exhibited, although the writer could have expanded on the topic.

Support—Support, including word choice, is adequate, with uneven development of details. The writer incorporates some persuasive language to support the ideas.

Conventions—The writing features little variation in sentence structure, but most sentences are complete. Some syntactical errors are noted. The paper generally follows the conventions of mechanics, usage, and spelling.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic but may include extraneous or loosely related material. Focus is intermittently maintained. There is some sense of the purpose and persuasive mode, but the paper with a score of 3 may lack a clear introductory sentence such as in the score 4 paper: "I think what our community needs is a[n] ice skating rink."

Organization—An organizational pattern has been attempted, but the paper lacks a sense of completeness; the conclusion may be absent or inappropriate to the argument.

Support—Some support is provided in the form of details that elaborate on points, but is intermittent and wholly lacking in some areas of the response. Word choice is limited. The paper uses little persuasive language, such as the score point 4 paper’s “I think...great sport...healthy and fun...terific [terrific] idea.”

Conventions—The response includes little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is generally demonstrated, and commonly used words are usually spelled correctly.

Grade 5 Unit 3 Writing: Persuasive Score Point 5

Create a Nature Preserve by Majid A.

I strongly suggest that our community uses the open land to create a nature preserve. The town already has many stores, movie theaters, a mall, and just about everything a person could need. What about what animals need?

If we turn this land into just another shopping center or giant movie theater, we will lose something even more important, wild land where birds and animals are safe. There are more and more people needing shelters, and less and less free land. What a shame! The country was once a beautiful place, but that is less true every year. I wonder if they have this problem in Alaska or Hawaii.

Also, as some of us have seen, problems can start when all the open land is use by people. Wild animals can wander into people's backyards searching for food. I read about this in a magazine. There can be clashes between these animals and people. Sometimes these become dangerous. Children have been attacked by coyotes. Bears have been seen pawing through trash cans.

That is because we are not leaving enough of their natural habitat. By cutting down trees and clearing land, we are taking away the food these animals usually eat. This could indanger animals in the long run.

So let us use this land as a place where animals can live safely. One day, if we care for our land, we will be glad that there are still some wild places to see.

Focus—The writing focuses on the topic, and the writer understands the mode, purpose, and audience for the persuasive essay. The point of view is consistently maintained.

Organization—The organizational pattern provides for a logical progression of ideas, with few lapses. Transition words are used where appropriate. The writing conveys a sense of completeness.

Support—Support for the writer's point of view is ample. Facts and reasons are provided and elaborated with details and examples. The writing demonstrates a mature command of language, including precision in word choice.

Conventions—The response includes varied sentence structure; sentences are usually complete. The writer follows most conventions of mechanics, usage, and spelling.

Grade 5 Unit 3 Writing: Persuasive Score Point 6

A Garden, Anyone? by Andrea Y.

Picture yourself strolling along a winding path. Bees buzz on a warm day, zooming from blossom to blossom. Everywhere you look are bright, fragrant flowers—tulips, roses, tiger lilies. It is like a wonderful dream, only it is real. You are walking through a flower garden, a rare place of nature.

I believe that people need beauty in their daily lives. We live surrounded by traffic, pavement, and buildings that block out the sky. If there are birds chirping somewhere, unpleasant noises drown them out. We need a place of beauty and calm in our day. We need to be aware of ourselves as part of nature, too.

A flower garden is also a place where we can learn about nature. We can begin to identify different plants and blooms. Classes can take tours through the garden and come away with information. We can sketch what we see and turn nature into art.

Some will say that this open land is just perfect for a new mall or other building. I say let's create that garden where anyone can walk or sit on a bench and read in the sunshine or maybe just dream. It will be a place where babies can crawl safely, their parents can relax, and friends can meet to spend an hour talking about their day.

I believe many people besides myself would get satisfaction if such a garden existed. So instead of heaping more concrete on the land, let's make way for a garden that gives something back to our earth.

Focus—The writing is focused, purposeful, and reflects insight into the demands of persuasive writing. The writer approaches the assignment with creativity and enthusiasm. Focus is consistently maintained throughout the essay.

Organization—A strong organizational pattern provides for a logical progression of ideas. Transitional devices are used to signal movement within the text. The response exhibits a sense of completeness.

Support—Support for the writer's ideas is specific and illustrative. The writer's involvement with the subject is shown through creative writing strategies such as description. The writing demonstrates a mature command of language with freshness of expression.

Conventions—Sentence structure is varied, and sentences are complete. Few, if any, convention errors occur in mechanics, usage, and punctuation.

Grade 5 Unit 4 Writing: Narrative Score Point 2

Mike on the moon by Rick G.

Mike he went on a spaceship, he went to the moon. People like he never saw before come to meet the ship. They're language was strange to him, he could not understand a singul of word. Mike very confused, he couldn't ask anyone for direkshuns. He was supose to be colecting moon rocks.

The moon travels around Earth. It is called a sadelite.

They was pointing at him but didn't see his face that good because of his spacesuit. Mike always wanted to go on a spase mishun to spase.

Mike was about to got back on the spaceship when sudenly a diffrent looking one come up to him. He held out a plate of food for Mike, he was not afrade of him. Mike tastes the food. It pretty good. He and the creture sat eat together. He felt like they were getting to be friends. Mikes best friend is Travis.

Before back to spaceship he wanted a give the creture a present, he gave him his watch. His father gave it as a child. The creture seem like he understood. Put the watch on one of many arms and nod antennies. Now Mike could pruve was life in outer spase.

When Mike waved goodbye he waved back. It was good to have a friend on the moon. The next trip is going to Mars. On a spaceship is all things you needed to live like food and water. There's no gravady.

Focus—The writing is related to the topic but includes loosely related material.

Organization—There is some evidence of an organizational pattern, but the narrative exhibits notable lapses. The writer loses control of the narrative structure at the end of the story. The narrative lacks a sense of wholeness.

Support—Development of events and supporting details is inadequate and at times illogical. Writer's use of language is vague and immature.

Conventions—The response includes little or no variation in sentence structure, and some gross errors in sentence structure occur. Errors in basic conventions of mechanics and usage may be evident, along with misspellings of commonly used words.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The writer has a poor grasp of the narrative mode and fails to establish setting and action.

Organization—No organizational pattern is evident; the response is fragmented and does not tell a story.

Support—Limited or inappropriate word choice obscures the writer’s meaning. Those details that are included lack relevance. In contrast to the paper with a score of 2 points, the score 1 paper lacks such detail sentences as “Mike very confused, [and] he couldn’t ask anyone for direkshuns [directions]” or “Put the watch on one of his arms and nod antennies” [He put the watch on one of his many arms and nodded his antennae].

Conventions—Gross errors in sentence structure and usage impede communication. 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: Narrative Score Point 4

First Time in America by Graciella P.

It was Luisa's first time in America, she came to Florida. From Mexico. She did not know English, it was foren language for her. When you do not know the language it is scary. She was visiting her friend Mercedes. Mercedes family moved there a year ago. Mercedes had wavy black hair. Luisa's hair, long and straight.

The aer port was hard for her. People came up and asked her "What is your name? Where are you going?" It seemed like they were trying to help but it didn't really. Luisa didn't know the words they were saying.

Mercedes family was suposed to meet her there. In Mexico they were in the same class, they were best friends. Where were they? A man in a unaform took Luisa over to desk. After a woman spoke words in Spanish to her, and Mercedes felt a little better.

It was hard just waiting around the aer port. Luisa sat in a chair she tried to read a book from home but she can't concintrate. The book was about America.

Then at last! Someone tap her shoulder. It was Mercedes. They had trouble parking the car. Luisa so glad to see her she almost cried.

Focus—The writing is primarily focused on the topic; the writer has a sense of mode, purpose, and audience. Some extraneous material is included.

Organization—An organizational pattern is evident, with some lapses in continuity. Transitional devices such as time order words are used in some areas of the response. The narrative exhibits some sense of wholeness.

Support—Support, including word choice, is generally adequate although limited and somewhat immature. Development of elaborative details is uneven.

Conventions—The paper generally follows the conventions of mechanics, usage, and spelling, although the writer is not fully in control of verb tenses. 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 the topic but may include extraneous or loosely related information. The writer has some sense of purpose and audience.

Organization—There is some attempt at an organizational pattern, but lapses occur. The writer provides a context for the action but does not always maintain the structure. The paper is lacking a sense of completeness.

Support—Some supporting details are included, but development is erratic. The writer's use of language is limited or immature. Details may be lacking in the paper with a score of 3, such as are found in the paper with a score of 4 points: "After a woman spoke words in Spanish to her, and Mercedes felt a little better"; "Luisa sat in a chair[, and] she tried to read a book from home but she can't [couldn't] concintrate [concentrate]."

Conventions—Knowledge of the conventions of mechanics and usage is usually demonstrated. Commonly used words are usually spelled correctly. Syntactical errors are noted more frequently than in the paper scored at 4 points.

Grade 5 Unit 4 Writing: Narrative Score Point 5

With the Tribe by Jonathan H.

It was many years ago, when the settlers first moved West. A boy name William was traveling with his family in a covered wagon. One morning, William went to look for water to bring back in a bucket. He walk for a long time toward the river. The grass was hot and dusty. They called this land the prairie. They were going to Oregon. They started from Massachusetts.

When he got to the river, he saw some Indian families. They stared at him, and he stared back. A boy with black braids came up to speak to William, but he doesn't understand his language. The others point at him like he was some kind of strange creature. They probably thought his blonde hair was unusual.

When they began to move toward him, William started to feel afraid. He had heard about Indians, about how many settlers feared them. What would happen to him now? Why had he come all by himself to this river?

One of the men said something to the boy with black braids. The boy was about his own age. He took the bucket from William. What if he did not give it back? But he filled the bucket with water and carried it back to William. Then a woman stepped forward and put a string of fish into William's hands. A gift!

"Thank you" William said. The woman said something he did not understand, but he knew was friendly.

As William started back on his trip to the wagon, the Indian boy held up his hand. William held up his own hand. It was the first friend he had made on this long trip West.

Focus—The writing focuses on the topic with a clear sense of mode, purpose, and audience. The setting is clearly established, and the action is consistently developed.

Organization—The organizational pattern is clear, with few lapses. Transitional devices are used to signal movement within the text. A sense of wholeness is evident.

Support—The support is ample throughout the narrative. Details are used to elaborate on the actions and thoughts of the main character. Word choice is precise.

Conventions—Sentence structure is varied, and, with exceptions, sentences are complete. The paper generally follows conventions of mechanics, usage, and spelling.

Grade 5 Unit 4 Writing: Narrative

Score Point 6

Sonia in America

by Jenny F.

Sonia stepped onto the dock, feeling the ground underneath her moving. She had been on the crowded ship for weeks, making her way from Europe to this American city. The other passengers jostled around her, and she had to hurry to keep up with her parents.

"This is New York? It's really New York?" she asked her parents in Russian.

They nodded and smiled, but she could see how tired they were. The trip had been hard on them. They were not as young as she was, of course, and her mother was carrying the baby while her father had their heavy bags.

Although they were here in America at last, they still weren't free to go where they liked. They had to wait with other passengers for the doctor to examine them. Then there were papers to be signed. Finally, they could leave.

Out in the busy streets, Sonia glanced from tall building to building. This was so unlike her village at home. She saw a boy holding up a newspaper. He was hollering at people as they go by. She guessed he was trying to sell his papers. All around, Sonia heard loud voices. It was strange not to understand a word of what she heard. Suddenly, her eyes filled with tears. How would she ever get used to this place where she couldn't speak the language?

Her father caught her eye just then. "Don't worry, Sonia," he comforted her. "It may seem strange now, but in a few months you'll get used to it. Children learn new languages much faster than grownups, you know. Soon you'll be teaching Mama and me how to speak English!"

Just then, little Ivan let out a squawk and pointed to a pigeon on the sidewalk.

Sonia wiped her eyes and tried to smile. She guessed her and her baby brother would be learning to talk at the same time. And one day, she knew, these jumbled up sounds would become words she could understand and say.

Focus—The writing is focused, purposeful, and reflects insight into the mode, purpose, and audience of a narrative. The paper demonstrates a commitment to and involvement with the subject. Creative writing strategies are used to good effect.

Organization—The response has a clear organizational pattern with a logical progression of ideas and events. Transitional devices allow the writing to flow gracefully and indicate time order and spatial order.

Support—Support is substantial, relevant, and illustrative. The writing demonstrates a mature command of language with freshness of expression. Details are used to elaborate on the actions and thoughts of the characters.

Conventions—Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few errors occur in mechanics, usage, and punctuation.

Grade 5 Unit 5 Writing: Expository Score Point 2

About Nature by Alexa M.

Every day I walk in the park by my house, I see birds squirrels and trees. I learned they get they're food and living in winter time. These squirrels get fat and fluffy, its to keep them warm. In warm places is diferent. I never did see a dezert.

I learned that even in winter you can see the budds, trees are not dead. Just becawse no leaves yet. Like things resting for spring. Some with leaves all year, some not.

They said everything in nature, like a circle. Stopping and then starting over again.

Also I learned that some flower plants has bolbs, they will grow them again in spring. Look like a onian.

So is lots to learn.

Focus—The response is related to the topic but includes some loosely related material. The baldness of the topic sentence suggests the limitations of the writer's response to the prompt.

Organization—Little evidence of an organizational pattern is demonstrated, and the paper lacks a sense of wholeness. Transitions to show movement within the text are sparse.

Support—Development of support is inadequate. The language is immature and vague. The writer has made some attempt to elaborate on the ideas, but the exposition is weak.

Conventions—There is little or no variation in sentence structure. Gross errors in syntax are noted. Errors in basic conventions of mechanics and usage occur; commonly used words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The paper is a fragmentary, incoherent listing of loosely related ideas, phrases, or sentences. An introductory sentence, such as that in the paper with the score of 4, is lacking.

Organization—The sequence of ideas is illogical; no organizational pattern is noted. Transitions between ideas and between sentences are lacking.

Support—Vocabulary is limited, with inappropriate word choice markedly impeding communication. Elaborative details are extremely sparse or wholly absent, as

compared to the score 4 paper's "These squirrels [squirrels] get fat and flufy [fluffy]" and "even in winter you can see the budds [buds]."

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

Grade 5 Unit 5 Writing: Expository Score Point 4

Learning from Nature by Derrick S.

By observing nature, I learned that when you take care of living things good you will have them to enjoy a long time. In front my house are bushes. They got pink flowers some months, other months they just are bare. My father waters them and puts plant vitamins. They keep coming back pink every year.

It's the same with my birds, I have parakeets. One blue and one green. They are named Sky and Sea. Bet you can guess which is which! Every day I give them fresh water and bird seed. I clean the cage once a week. They are very healthy birds and doing fine. I have had them almost three years! Even though the pet store owner said they are delakt.

Another example is how they take care of zoo animals. In the wilds it is completely different, in cages you have to do a lot to keep the animals healthy. Animals can't walk away from they're mess in cages, unlike the wild. The zoo workers clean the cages. They are careful to give the animals good food too. I read that in a zoo, some animals will actually live longer than in the wilds. Because of not being attacked by other animals. There are many good nature shows on t.v. too.

What I have learned is the same with people. You have to take care of yourself like you do plants and animals. You give your body what it needs, then you will probably stay healthy and live a long time.

Focus—The writing is generally focused on the topic but may include some extraneous or loosely related material. There is some sense of purpose, audience, and mode. Writer is able to sustain the main thread of the idea throughout the exposition.

Organization—An organizational structure is apparent, and the order of ideas is generally logical. Transitions are included in some areas of the exposition to introduce new ideas. The paper exhibits some sense of completeness.

Support—Word choice is generally adequate, although development is uneven. There is some attempt to elaborate upon supporting ideas with details and examples.

Conventions—There is little variation in sentence structure. The paper generally follows the conventions of mechanics, usage, and spelling.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic but may include extraneous material. The paper with a score of 3 may lack a topic sentence, such as is included in the paper with a score of 4: “By observing nature, I learned that when you take care of living things good you will have them to enjoy a long time.”

Organization—The writing exhibits some attempt at an organizational pattern, but lapses are more frequent than in the paper with the higher score, and the response lacks a sense of completeness. Transitions between ideas and between sentences are sparse or absent.

Support—Some support from details and examples has been provided, but development of ideas is sporadic. The vocabulary is adequate but limited. The paper with a score of 3 offers sparse details, in contrast with the paper scored at 4 points, which includes elaboration such as “They got pink flowers some months, [but in] other months they just are bare” and “Every day I give them fresh water and bird seed.”

Conventions—Most sentences are complete, although there is little variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.

Grade 5 Unit 5 Writing: Expository Score Point 5

Mother Nature's Plan by Rachel R.

Nature teaches us that there is a time for everything, and that change is part of life. I learned this the year I turned five. Not wanting to start kindergarten, I convinced my parents that it was better for me to spend my days in park. One of my favorite things was to watch the ducklings swimming in the pond with proud mama duck. They bobbed in the water right behind her. They stayed very close to her, the way I stayed close to my mama.

But in the end, all children do have to go to school. They have to learn they are separate from their parents. That is an important part of growing up. Every animal, including people, needs to learn skills to survive on their own. Some creatures quickly learn to hunt for food. They leave their nest or burrow or cave and manage to take care of themselves. For some animals, this might take only a few weeks. For people, it will take years.

Like many little children, I had a hard time getting use to school. I complained about it and often rathered be back at home with my mother, helping make cookies or playing with my dollhouse. One Sunday, my mother took me to the park. I looked for my friends the ducklings. There was mama duck, waddling on the grass. But her ducklings were swimming on the pond. They were starting to be independent.

Mother Nature has ways of helping young ones grow up. It cannot happen all at once. I learned that by observing the duck family. The mother did not forget about her ducklings. She seemed to keep an eye on them. She probably would have rushed to help them if a dog attacked them, just as when children become sick at school, one of their parents usually goes to pick them up.

I don't think I thought all this when I was five, not the way I'm doing now. But I do remember feeling better somehow when I looked at those ducklings. If they could make it on their own, so could I.

Focus—The writing consistently focuses on the topic and demonstrates understanding of the expository mode. The introductory paragraph clearly establishes the writer's main idea and theme. The writer uses some creative writing strategies along with expository techniques.

Organization—The organizational pattern provides for a clear progression of ideas, although slight lapses may occur. Transitional devices are used to introduce examples and show movement within the text.

Support—Support through factual details and examples is ample. The writing demonstrates a mature command of language, including precision in word choice.

Conventions—The writer introduces variation into the sentence structure. Sentences are generally complete. The paper follows most conventions of mechanics, usage, and spelling.

Grade 5 Unit 5 Writing: Expository Score Point 6

The Arms of a Starfish

by Kai C.

Studying the life in a saltwater tank can teach you amazing facts about nature. In my tank, clownfish and mollies swim side by side, while a catfish darts around the water plants. A hermit crab walks over the pebbles on the tank bottom. A few starfish nibble on the algae that grows on the live rock. All of these sea creatures have adjusted to living in a tank.

That is the first lesson I've learned from the tank. No matter how different an animal looks, it can find a way to adapt. There is a place for everyone and everything.

An even more remarkable thing I've seen is the way a starfish can grow a new arm to replace one that was damaged or lost. When I first set up my tank, I didn't know enough about how sea life gets along. I made a huge mistake of putting a Harlequin shrimp in the tank along with my starfish. The shrimp attacked one of them and tore away its arm. I quickly removed the shrimp and put it back in the ocean. But the poor starfish was minus one arm.

What I didn't know then was that a starfish can grow a new limb. This is regeneration. One day I noticed that my little starfish had a new stump, and over a period of days, a whole new arm grow back. I was astonished.

This ability of the starfish made me think about life in a different way. I realized that people, like animals, can heal from serious wounds. Some of this damage happens to our bodies; some of it happens to our feelings. At the time we are hurt, we may think we will never be the same again. We get sick, and we worry that we won't be well and strong again. A friend moves far away, and we may fear we will never have such a close friend again.

But if we learn from the starfish, we realize many wounds can heal, and we can be just as whole as we were before.

Focus—The essay is focused, purposeful, and reflects insight into the writing situation. Focus is gradually developed through expository and creative writing strategies and is consistently maintained. The paper demonstrates a commitment to and involvement with the subject.

Organization—The strong organizational pattern consists of a logical progression of ideas. Transitional devices are used appropriately to signal movement within the text. A sense of wholeness is demonstrated.

Support—The response displays a mature command of language. Relevant and well-chosen details and examples amply elaborate on the main idea. Facts and observations are woven together gracefully.

Conventions—Sentence structure is varied, and sentences are complete except where fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.

Grade 5 Unit 6 Writing: Expository Score Point 2

Community Service

by Jonas W.

A way to help is do a community service project by a group. This a good way to help others. One thing it could be like offer babysitting, lots of little kids and the parents might not have money to pay. But then you could do it for free.

Have a babysitting group so if one couldn't do it, another one could. Its not a way to making money, just helping out. Theres not so many ways of making money in fifth grade. I do get alowence from my parents evry Saturday. My sister to.

Maybe later you get payed. But for this group, just do it free is good for the community. A good idea because you also know the nabors very well.

Focus—Response is mostly related to the topic but includes some loosely related material. The rote quality of the topic sentence suggests that the writer is not in firm command of the mode or purpose for writing.

Organization—Little evidence of an organizational pattern is demonstrated, and the paper seems incomplete. Transitions between reasons and elaborative details are lacking.

Support—Development of support is inadequate. The word choice is limited and vague. There is some attempt to explain through elaboration, but some of the details are irrelevant to the ideas; for example, the writer does not specify how the babysitting group would be run.

Conventions—There is little or no variation in sentence structure. Gross errors in sentence structure are noted. Errors in basic conventions of mechanics and usage occur; commonly used words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences. The writer does not have a sense of the mode or purpose for writing.

Organization—There is little evidence of an organizational pattern in the response. Reasons are not presented in any particular order. Transitions between ideas or sentences are absent.

Support—Vocabulary is limited, with vague word choice impeding communication. Elaborative details are sparse or lacking, in contrast to the score point 2 paper’s “One thing it could be like offer babysitting, lots of little kids and the parents might not have money to pay [One thing might be to offer babysitting. Many parents of little children might not have the money to pay].”

Conventions—Frequent and blatant errors may occur in the basic conventions of mechanics and usage. A number of commonly used words are misspelled.

Grade 5 Unit 6 Writing: Expository Score Point 4

Helping the community by Willa P.

The first thing is to find a community service you would like to do. Who do you want to help? Once you know it, then you get it organized with your group of classmates. The kids in my class are very friendly, they work together great.

I think a good community service project would be for the fifth graders and sixth graders to help the crossing guards. We have a lot of dangrous corners by our school. The worst ones, they have a grownup crossing guard. But on others, there is nobody to help the little kids cross.

So my idea is form the groups and take turns with the skedule. If you have enough volinteers, it is not so bad. You might only have to do it couple weeks a year. Or more if there are less students helping out. There is a lot of trafic in the mornings especially.

To get money for uniforms do a bake sale. Then everyone will have money for a bright color uniform, that is so cars will see you even on rainy days.

That would be an exsellent community service.

Focus—The writing is generally focused on the topic but may include some extraneous or loosely related material. There is some sense of purpose, audience, and mode. The writer is usually able to maintain the central idea throughout the exposition.

Organization—An organizational pattern is evident, and the order of ideas is generally logical. Transitions are included in some areas of the exposition. The paper exhibits some sense of completeness.

Support—Word choice is generally adequate, although development is uneven. The writer makes some attempt to elaborate upon supporting ideas with details and examples.

Conventions—There is little variation in sentence structure. The paper generally follows the conventions of mechanics, usage, and spelling.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic but may include extraneous or loosely related material. The paper with a score of 3 may lack a controlling sentence, such as is included in the paper with a score of 4: "I think a good community service

project would be for the fifth graders and sixth graders to help the crossing guards.”

Organization—The writer has made some attempt at an organizational pattern, but lapses are more frequent than in the paper with a score of 4, and the response lacks a sense of wholeness. Transitions between ideas and between sentences are missing.

Support—Some support from details and examples has been provided, but development of ideas is erratic or sparse. The vocabulary is adequate but imprecise. The paper with a score of 3 offers few details, in contrast with the paper scored at 4 points: “So my idea is [to] form the groups and take turns with the skedule [schedule]”; “You might only have to do it [a]couple [of] weeks a year.”

Conventions—Most sentences are complete, although there is little variation in sentence structure. Knowledge of the conventions of mechanics and usage is demonstrated, and words are usually spelled correctly.

Grade 5 Unit 6 Writing: Expository Score Point 5

Helping our Community by Tamira B.

Sometimes kids think that they cannot really take an important role in the community, but there really are ways to help. One way is to sign up at a local shelter or church or temple. These places often have programs for handing out food and clothes to the needy. It would be great to bring a group of classmates and join up with other volunteers.

For example, at the shelter a few blocks from my house, they have these clothing drives. That is where you bring your used clothes, even shoes, and donate them. They seem to get a lot of donations. I guess people outgrow their clothes or just don't want them more. Some of this stuff is not in bad condition, either.

So what happens with all of these donations is that someone (or many people) have to sort through them. My mom did this last year. She said some people brought their kids, who helped too. That's what made me think of it. The sorters separate men's, women's, and children's clothing. They look to see what kind of shape each piece of clothing is in. Since there are so many donations, this is an important job.

There is a saying, "Many hands make light work." If a group of students volunteers to do a project like this one, it wouldn't be so hard.

Focus—The writing consistently focuses on the topic and demonstrates understanding of the expository mode. The controlling idea is stated in the first paragraph and maintained throughout.

Organization—The organizational pattern provides for a progression of ideas, although some lapses may occur. Transitional devices are used to introduce reasons and examples and show movement within the text.

Support—Support through factual details and examples is ample. The writing demonstrates a mature command of language, including precision in word choice.

Conventions—The writer introduces variation into the sentence structure; sentences are usually complete except where fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling. Negatives and contractions are formed correctly.

Grade 5 Unit 6 Writing: Expository Score Point 6

Community Service in the Lunchroom

by Manuel E.

Recently my friends and I were talking about the kinds of community service projects we felt were right for our age group. My friend Rob joked, “It would be a community service to get the school lunch menu changed!”

That started me thinking. What if a group of students got together and formed a committee to improve school lunches so that they would be healthier? Of course, we would have to work with the school leaders and cooks, but the plan could develop with us. After all, we are an important part of the school community.

We could begin by looking at the week’s menu in the lunchroom. Then we could do some basic research about these meals to find out why the cafeteria chooses to prepare them. We could study the nutrition in each kind of meal to see how much protein, fat, and starch they each have. When we decide which meals seem unhealthy, we could write up the ones to get taken off the menu.

Another good idea would be to take a survey of students to see what kinds of healthy foods they would eat. It would not be sensible to serve foods that most students wouldn’t touch, even if they are high in protein.

When we have all the information we need, we could write up a report and give it to the school principal, Ms. Colombo. If we do succeed in bringing healthy meals to the school, we definitely would be helping many people.

Focus—The essay is focused, purposeful, and reflects insight into the goal of expository writing. The paper demonstrates a commitment to and involvement with the subject.

Organization—The firm organizational pattern exhibits a logical progression of ideas. Transitional devices are used appropriately to signal movement within the text. A sense of wholeness is demonstrated.

Support—The response displays a mature command of language; clarity of expression and precision in word choice are noted. Relevant and well-chosen details and examples amply elaborate on supporting points. Facts and observations support the controlling idea.

Conventions—Sentence structure is varied, and sentences are complete. Few errors occur in mechanics, usage, and punctuation. Negatives and contractions are formed correctly.