

5th Grade
Common Core
English
Language Arts
Assessments and
Teaching Notes

Reading Literature
Reading Informational
Reading Foundations
Writing
Speaking and Listening

400+
pages!

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5th Grade Common Core

Reading Literature Standards

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Standards Based Assessment

5.RL.1

Student Skills/Concepts and Vocabulary for 5.RL.1:

Core Content: Reading Literature: Key Ideas and Details

Standard 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills and/or Concepts for Students

Students should be able to:

- Show an understanding before reading, while reading, and after reading a text in order to figure out and explain the main ideas (both explicitly stated as well as inferred) of a text.
- Summarize a text.
- Understand and explain what is directly stated in a text by citing specific details and examples from the text.
- Understand and explain inferences, generalizations, and conclusions formed about a text, by citing specific details and examples from that text.
- Synthesize information and ideas after reading a text.
- Make predictions about a text and confirm or refute predictions.
- Connect prior knowledge to a text.
- Defend a selection of textual evidence when responding to questions about a text.
- Understand when to paraphrase a text versus directly quoting a text when responding to questions about the text.
- Use quotations from the text in their writing.

Name: _____

Date: _____

Standards Based Assessment

5.RL.1

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.2

Student Skills/Concepts and Vocabulary for 5.RL.2:

Core Content: Reading Literature: Key Ideas and Details

Standard 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Skills and/or Concepts for Students

Students should be able to:

- Summarize a text both orally and in writing.
- Understand the difference between summarizing and paraphrasing a text.
- Include key events from the beginning, middle, and end of a text when summarizing both orally and in writing.
- Understand the character conflict(s) in a text.
- Understand how the characters respond to a conflict(s) in a text.
- Understand and explain details about the characters in a text in order to infer a theme.
- Understand and explain details about the setting in a text in order to infer a theme.
- Know and explain the parts of a plot including rising action, climax, and falling action.
- Understand and explain the plot in a text in order to infer a theme.
- Understand the key details and events in a text and/or poem as they relate to the speaker's point of view about a topic in the text and/or poem.
- Connect and understand how an author uses specific details to convey a theme in a text and/or poem.

Name: _____

Date: _____

Standards Based Assessment

5.RL.2

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.RL.2

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.3

Student Skills/Concepts and Vocabulary for 5.RL.3:

Core Content: Reading Literature: Key Ideas and Details

Standard 3: Compare and contrast two or more characters, settings, events in a story or dramas, drawing on specific details in the text.

Skills and/or Concepts for Students

Students should be able to:

- Understand and explain similarities amongst characters and their specific traits.
- Understand and explain how similarities in characters' traits affect the plot of a text.
- Understand and explain differences amongst characters and their specific traits.
- Understand and explain how differences in characters' traits affect the plot of a text.
- Understand and explain similarities amongst different settings in a text.
- Understand and explain how similarities amongst settings affect the mood of the plot in a text.
- Understand and explain differences amongst different settings in a text.
- Understand and explain how differences amongst settings affect the mood of the plot in a text.
- Understand and explain similarities and differences amongst different events in a text.
- Understand and explain how different events in a text affect characters, mood, and plot.
- Identify elements of characterization that an author uses (for example, the character of Dylan always wears dark or black clothes; can the author be hinting that Dylan is the bad guy?).

Name: _____

Date: _____

Standards Based Assessment

5.RL.3

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.RL.3

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.RL.3

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.4

Student Skills/Concepts and Vocabulary for 5.RL.4:

Core Content: Reading Literature: Craft and Structure

Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Skills and/or Concepts for Students

Students should be able to:

- Distinguish between literal and figurative language.
- Think about the ways in which a text would be different if it used literal language instead of figurative language.
- Understand and explain how word choice affects the meaning of a text.
- Use context clues, reference materials, knowledge of roots, and prefixes, etc., to determine meanings of unknown words or phrases.
- Examine the word choices an author uses to determine the effect they are trying to portray to the reader.
- Examine the types of figurative language and imagery an author uses to determine the effect they are trying to portray to the reader.

Name: _____

Date: _____

Standards Based Assessment

5.RL.4

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.RL.4

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.5

Student Skills/Concepts and Vocabulary for 5.RL.5:

Core Content: Reading Literature: Craft and Structure

Standard 5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Skills and/or Concepts for Students

Students should be able to:

- Read a wide variety of texts in order to differentiate between the various text features.
- Notice structural elements in a text.
- Learn the terms associated with structure such as "scene" and "stanza."
- Understand and explain the relationship among structural elements in a text (e.g. flashbacks, foreshadowing, etc.).

Name: _____

Date: _____

Standards Based Assessment

5.RL.5

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.6

Student Skills/Concepts and Vocabulary for 5.RL.6:

Core Content: Reading Literature: Craft and Structure

Standard 6: Describe how a narrator's or speaker's point of view influences how events are described.

Skills and/or Concepts for Students

Students should be able to:

- Understand the differences in narrative voice (first person, third person, narrator, etc.).
- Understand the difference between narrative point of view (as above) and point of view as in one's biases or opinion on a situation (often referred to as perspective).
- Compare texts told from differing points of view.
- Understand the usage of words to determine the point of view of a text.
- Understand and explain the effect of the narrator's or speaker's point of view on other elements of the text like characters, events, etc.

Name: _____

Date: _____

Standards Based Assessment

5.RL.6

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.7

Student Skills/Concepts and Vocabulary for 5.RL.7:

Core Content: Reading Literature: Integration of Knowledge and Ideas

Standard 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Skills and/or Concepts for Students

Students should be able to:

- Watch movies based on an original text or read the original text from which a movie was based, and note the differences in the versions. Students should also be able to think about why those changes might have been necessary.
- Recognize the different forms of gathering information (e.g. written words, pictures, listening to audio, etc.).
- Think about how and when illustrations are helpful in a text.
- Consider the ways that multimedia components (e.g. animation, sound effects, music, etc.) enhance a presentation.
- Understand and explain the difference between tone and mood.

Name: _____

Date: _____

Standards Based Assessment

5.RL.7

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.9

Student Skills/Concepts and Vocabulary for 5.RL.9:

Core Content: Reading Literature: Integration of Knowledge and Ideas

Standard 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Examples:

- Mysteries, or adventure
- Poetry, or song
- Autobiography or biography
- Realistic fiction, non-fiction, and historical fiction
- Sci-fi or fantasy

Skills and/or Concepts for Students

Students should be able to:

- Understand the differences between genres and sub-genres of a text (mystery, adventure, biography, science fiction, etc.).
- Use strategies to identify the theme in order to compare the themes of different texts.
- Use knowledge of setting, plot, characterization, and other elements of a story in order to compare different stories of the same genre.

Name: _____

Date: _____

Standards Based Assessment

5.RL.9

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RL.10

Student Skills/Concepts and Vocabulary for 5.RL.10:

Core Content: Reading Literature: Range of Reading and Complexity of Text

Standard 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Skills and/or Concepts for Students

Students should be able to:

- Practice attentive reading of both assigned texts and independent text choices.
- Read a wide variety of texts.
- Self-monitor and self-correct when reading a text.
- Select specific texts that allow them to be challenged as a reader.

Name: _____

Date: _____

Standards Based Assessment

5.RL.10

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

To be used
with:
5.RL.1

Standards Based Assessment

The Elevator

By: Wim Coleman and Pat Perrin

Last week, my best friend Adrianna and I decided to have lunch at the Skyview Restaurant. It's on the top floor of the Bernard Building downtown. When we got into the elevator, Adrianna noticed something odd.

"Look at all these buttons!" she said.

Sure enough, the numbered buttons for the different floors had really weird labels on them. I can't remember all of them, but the basement was "CENTER OF THE EARTH." The third floor was "SUMMIT OF MOUNT EVEREST," and the tenth floor was "SURFACE OF THE MOON."

"Wow!" I said with surprise, "I didn't see all those crazy places the last time I came here. Now this elevator is like some kind of spaceship."

"Or like some kind of a big mole that burrows underground," Adrianna added. "What do you say we check out the 'center of the earth'?"

"I'd really rather not," I replied. "I've read that it's solid iron down there, and the temperature is almost ten thousand degrees."

"That doesn't sound comfortable!" Adrianna agreed with a groan.

"What about the 'summit of Mount Everest'?" I suggested. "It's about five miles up, and it's the highest place on earth. The view should be great from there."

"That's not such a good idea," Adrianna said. "I've heard that the air is so thin, you have to carry a tank of oxygen with you just so you can breathe. It's all ice and snow, and we're not dressed for the cold. But maybe we could go to the 'surface of the moon.'"

"That's probably not the best choice, either," I replied. "Temperatures there can get colder than the top of Mount Everest and also really hot—hundreds of degrees."

"That's not as hot as the center of the earth," Adrianna remarked thoughtfully.

"No, but it would still be blistering for us," I insisted firmly. "Besides, there isn't any air on the Moon, so we wouldn't last a minute without space suits."

So we took the elevator to the top floor and ate at the Skyview Restaurant, just like we'd planned to begin with. I ordered a bacon, lettuce, and tomato sandwich and Adrianna had a tofu burger. The sandwiches were delicious, and the view from the Skyview Restaurant is always wonderful. As for the other places where that elevator goes, you can use your own judgment. But be careful that you're dressed properly.

To be used
with:
5.RL.1

Standards Based Assessment

The Tunnel

By: Wim Coleman and Pat Perrin

Gregory stared at the huge hole in the concrete wall across the creek. The wall itself looked just like it did every other day. It was an ordinary, sandy gray support for the bridge overhead. But a large hole had suddenly appeared in that wall. The opening was so dark that he couldn't even tell how deep it was.

"Is that a cave?" he wondered. "Or maybe a tunnel? But what is it doing there and how did it just appear out of nowhere?"

Gregory scrambled to his feet and glanced nervously around the ravine where he'd been sitting. A rocky creek, bordered on both sides by weedy banks, ran beneath the bridge. The water sparkled in the sunshine. The ravine's sloping sides were thick with underbrush. He could hear distant traffic, the trickling of the little stream, and the faint chatter of birds.

This was usually a perfectly normal place where hardly anyone ever came. That's why Gregory sometimes stopped here on his way home from school. It gave him a few moments of peace and quiet when life got hard to handle. But today this place didn't seem at all peaceful. Gregory had a strong urge to climb out of the ravine and go home, but his curiosity wouldn't let him do that.

Instead of leaving, Gregory took one long stride, then leaped across the creek. The high, arched hole was right in front of him now. It was completely dark inside. Carefully, holding one hand out in front of him, Gregory stepped through that entrance and into the tunnel.

Name: _____

Date: _____

5.RL.1

Standards Based Assessment

Score

Instructions: Read the passage titled *The Elevator* and answer questions 1, 2, and 3 below.

1.) What is an inference you can make about *The Elevator*?

- a.) The characters had never been away from home without their parents.
- b.) It was warm outside because neither of the characters were dressed for the cold.
- c.) It was raining outside that day.
- d.) The characters wanted to eat lunch somewhere else.

2.) Which specific details from *The Elevator* support that this is a normal elevator, and NOT a magical elevator?

Name: _____

Date: _____

5.RL.1

Standards Based Assessment

Score

3.) Is this the first time the narrator in *The Elevator* has been to the Skyview Restaurant? Support your answer by quoting directly from the text.

Instructions: Read the passage titled *The Tunnel* and answer questions 4 and 5 below.

4.) In *The Tunnel*, which of the following statements is NOT an inference you can make about Gregory?

- a.) Gregory sometimes needs to get away from other people.
- b.) Gregory's curiosity is very strong.
- c.) Gregory sometimes has a hard time handling problems in his life.
- d.) Gregory does not have many friends at school.

5.) Which details from *The Tunnel* support the inference that Gregory sometimes likes to be left alone? Quote the details directly from the text.

Instructions: Read the passage titled *The Elevator* and answer questions 1, 2, and 3 below.

- 1.) What is an inference you can make about *The Elevator*?
- a.) The characters had never been away from home without their parents.
 - b.) It was warm outside because neither of the characters were dressed for the cold.
 - c.) It was raining outside that day.
 - d.) The characters wanted to eat lunch somewhere else.
- 2.) Which specific details from *The Elevator* support that this is a normal elevator, and NOT a magical elevator?

*Answers may vary. Example:

- 1.) The elevator is in a building, not any magical or fictional place.
- 2.) There is nothing special about the elevator itself that is mentioned that would allow it to travel to any of the locations.
- 3.) The narrator indicated that she had been in the elevator before, and the buttons were not labeled the same way.
- 4.) The characters never actually travel to any of the locations, proving that it is more than their imagination.
- 5.) The elevator takes the characters to a restaurant where they have lunch. There is nothing magical about that.

3.) Is this the first time the narrator in *The Elevator* has been to the Skyview Restaurant? Support your answer by quoting directly from the text.

*Answers may vary. Example:

No, this is not the first time the narrator has been to the Skyview Restaurant. The quotes from the text that support this answer include:

"I didn't see all those crazy places the last time I came here. Now this elevator is like some kind of space ship."

"The sandwiches were delicious, and the view from the Skyview Restaurant is always wonderful."

Instructions: Read the passage titled *The Tunnel* and answer questions 4 and 5 below.

4.) In *The Tunnel*, which of the following statements is NOT an inference you can make about Gregory?

- a.) Gregory sometimes needs to get away from other people.
- b.) Gregory's curiosity is very strong.
- c.) Gregory sometimes has a hard time handling problems in his life.
- d.) Gregory does not have many friends at school.

5.) Which details from *The Tunnel* support the inference that Gregory sometimes likes to be left alone? Quote the details directly from the text.

*Answers may vary. Example:

The quotes from the text that support the inference that Gregory sometimes likes to be left alone include the fact that coming to the ravine gave him a few moments of peace and quiet when life got hard to handle. Also, the text says that this was a place where hardly anyone ever came. These details help the reader infer that Gregory sometimes likes to be left alone.

To be used
with:
5.RL.2

Standards Based Assessment

Theseus and the Boulder

By: Wim Coleman and Pat Perrin

In Greek mythology, Theseus was a great adventurer. But during his childhood, his mother, Aethra, wouldn't let him leave his home town of Troezen. This short play explains why.

[The scene is a yard in the town of Troezen. A large round boulder sits in the center of the stage. THESEUS and his mother, AETHRA, enter.]

THESEUS: But this isn't fair, Mother.

AETHRA: I don't see what's unfair about it.

THESEUS: Every year around this time, you tell me to move this stupid boulder.

AETHRA: It's an eyesore, and I want to put a little vegetable garden here.

THESEUS: You've been telling me that since I was six! And you started making me try to move it back then! I was way too little.

AETHRA: You're not six anymore, Theseus. You're sixteen.

THESEUS: I couldn't even budge it last year, and I won't be able to move it now.

AETHRA: How will you know until you try? You've been jogging, working out in the gym, and you're the star of the wrestling team. You're getting stronger every day. I'll bet you can move it this time.

THESEUS: And I'll bet that I can't. Anyway, the whole thing's silly. It's time I got out of this little town and went to Athens. That's where I can really make my name in the world and get started on some adventures. And Father is the king there.

AETHRA: King Aegeus will have to wait until I think you're ready.

THESEUS: And when will that be?

AETHRA: That's for me to decide. Now be a good son and move this boulder for your mother.

THESEUS: Do I have to?

AETHRA: You have to.

[THESEUS sighs and walks over to the boulder, which is almost as tall as he is. He puts his shoulder against it and tries to push it.]

THESEUS: Ugh! There! It didn't move an inch.

AETHRA: I'm not so sure. I thought I saw it budge. Try again.

THESEUS: But Mother—

AETHRA: Go on and try.

continued on the next page...

To be used
with:
5.RL.2

Standards Based Assessment

Theseus and the Boulder

By: Wim Coleman and Pat Perrin

[THESEUS pushes against the boulder again.]

THESEUS: Hey! I think I felt it move just a little!

AETHRA: Keep on pushing.

[THESEUS pushes against the boulder again.]

THESEUS: That time it really did move—and I see something under it.

AETHRA: Again.

[THESEUS pushes against the boulder again.]

THESEUS: I see something made of leather, and something made of steel.

AETHRA: Just a little more.

[THESEUS pushes against the boulder, which moves aside. Underneath it are a pair of sandals and a sword.]

THESEUS: What's this? *[crouching down to look at the objects]* A pair of fine sandals and a sharp, shining sword. They look as though they were left here just yesterday.

[THESEUS pushes against the boulder again.]

AETHRA: Take a look at the name carved on the sword blade.

THESEUS *[reading]:* "Aegeus, King of Athens." My father's name!

AETHRA: It's your father's sword. He put it and the sandals under the boulder when you were just a baby. He told me to keep you right here in Troezen until you were strong enough to move the boulder and claim them as your own. And now, put on those sandals and strap on that sword. It's time for you to go to Athens and meet your father. Just be sure to have many adventures on your way, do all kinds of heroic things, and become famous by the time you get there. Come on, let's start packing your bag. When you come back to visit, we'll plant that garden I've been talking about.

[AETHRA starts walking away.]

THESEUS: But Mother ...

[AETHRA stops and turns toward him.]

THESEUS: Why didn't you ever tell me what was under the boulder?

AETHRA: What is life without a few surprises?

[AETHRA and THESEUS exit.]

Name: _____

Date: _____

5.RL.2

Standards Based Assessment

Score

Instructions: Read the play titled *Theseus and The Boulder* and answer the questions below.

1.) Read the following lines from the play:

THESEUS: I couldn't even budge it last year, and I won't be able to move it now.

AETHRA: How will you know until you try? You've been jogging, working out in the gym, and you're the star of the wrestling team. You're getting stronger every day. I'll bet you can move it this time.

What do these lines from the play reveal about Aethra and Theseus?

- a.) Aethra and Theseus are both sure he will never move the boulder.
- b.) Theseus is trying to move the boulder, but Aethra doesn't believe in him.
- c.) Aethra doesn't believe that Theseus is old enough to leave, and Theseus believes that he is old enough to leave.
- d.) Aethra is trying to help Theseus grow up, and Theseus doubts that he can move the boulder.

2.) How did Theseus's feelings about moving the boulder change throughout the story?

Name: _____

Date: _____

5.RL.2

Standards Based Assessment

Score

3.) Identify the conflict of *Theseus and the Boulder*. Explain how the conflict is resolved.

4.) Write a one-paragraph summary of *Theseus and the Boulder*. Use key details from the passage to write your summary.

5.) Which of the following is a main theme found in *Theseus and the Boulder*?

- a.) A boy is growing up.
- b.) A woman is leaving home.
- c.) A boy expects to stay home.
- d.) A king is returning home.

Instructions: Read the play titled *Theseus and The Boulder* and answer the questions below.

1.) Read the following lines from the play:

THESEUS: I couldn't even budge it last year, and I won't be able to move it now.

AETHRA: How will you know until you try? How will you know until you try? You've been jogging, working out in the gym, and you're the star of the wrestling team. You're getting stronger every day. I'll bet you can move it this time.

What do these lines from the play reveal about Aethra and Theseus?

- a.) Aethra and Theseus are both sure he will never move the boulder.
- b.) Theseus is trying to move the boulder, but Aethra doesn't believe in him.
- c.) Aethra doesn't believe that Theseus is old enough to leave, and Theseus believes that he is old enough to leave.
- d.) Aethra is trying to help Theseus grow up, and Theseus doubts that he can move the boulder.

2.) How did Theseus's feelings about moving the boulder change throughout the story?

*Answers may vary. Example:

In the beginning of the story, Theseus sees the boulder as an unnecessary chore that his mother is making him do. He doesn't realize the significance of moving the boulder. With encouragement from his mother, Theseus continues to push it. When he sees some things made of leather and steel, he sees a purpose in moving it and becomes motivated to move the boulder. By the end of the story, Theseus realizes that the boulder was a test. Instead of being a chore, the boulder is now an accomplishment that proves he has the necessary strength to seek adventure in Athens.

3.) Identify the conflict in *Theseus and the Boulder*. Explain how the conflict is resolved.

*Answers may vary. Example:

The conflict in *Theseus and the Boulder* is that Theseus wants go to Athens to make his name in the world and go on adventures, but his mother will not let him leave the town of Torzean until she thinks he is ready. The conflict is resolved when Theseus eventually moves the boulder, takes his father's sword, and proves that he is strong enough to seek adventure in Athens.

4.) Write a one-paragraph summary of *Theseus and the Boulder*. Use key details from the passage to write your summary.

*Answers may vary. Example:

Theseus and the Boulder is about a boy named Theseus, who wants go to Athens to make his name in the world and go on adventures. His mother, Aethra, will not let him leave the town of Torzean until she thinks he is ready. Also, Theseus is frustrated that his mother asks him to move the boulder every year and that he has been unable do it. Even though he doesn't think he can move the boulder, Theseus does as his mother requests and tries his best. This year, Theseus budges the boulder and sees something made of leather and something made of steel under it. He moves the boulder and finds a pair of sandals and his father's sword. Then, Aethra tells Theseus that he has proven he is strong enough to go and seek adventure in Athens.

5.) Which of the following is a main theme found in *Theseus and The Boulder*?

- a.) A boy is growing up.
- b.) A woman is leaving home.
- c.) A boy expects to stay home.
- d.) A king is returning home.

To be used
with:
5.RL.3

Standards Based Assessment

The Little Glass Slipper

Adapted from: Old Time Stories by Charles Perault

The King's son threw a ball and invited everyone of noble position. Cinderella's two step-sisters were among those who received an invitation. They were in great delight, and very busy choosing the most beautiful gowns and headdresses. The girls compared the styles of their dresses.

"I," said the eldest, "will wear my red velvet dress, and my lace trimmings."

"I," said the youngest, "shall only wear my usual overcoat; but, to make up for that, I shall put on my gold-flowered cloak, and my clasp of valuable diamonds."

They called the best hat-maker to make them custom hats. They called Cinderella for her opinion because she had excellent taste. Cinderella gave them the best advice in the world, and even offered to do their hair for them.

While she was busy with the hairdressing, they said to her, "Cinderella, wouldn't you like to go to the ball?"

"You would make fun of me, and I wouldn't like that at all."

"You're right; they would laugh if they saw you at the ball!"

Anyone else would have messed up the sisters' hair, but Cinderella had a kind heart and styled their hair to perfection.

At last, the happy day arrived. They set off, and Cinderella followed them with her eyes as long as she could. When they were out of sight, she began to cry. Her godmother, who saw her all in tears, asked her what was the matter.

"I would like to—I would like to—" she sobbed so violently that she could not finish the sentence.

"You would like to go to the ball, am I right?" finished the godmother.

"Yes," said Cinderella, sighing.

Her godmother took her into her room and said to her, "If you are a good girl, I will see that you can go. Go into the garden and bring me a pumpkin."

Cinderella became excited and gathered the finest pumpkin she could find.

continued on the next page...

To be used
with:
5.RL.3

Standards Based Assessment

The Little Glass Slipper

Adapted from: *Old Time Stories* by Charles Perrault

She brought it to her godmother wondering how a pumpkin could help her to go to the ball. Her godmother scooped it out, struck it with her wand, and the pumpkin was immediately changed into a beautiful coach, glistening in gold. Her godmother then went and looked into the mousetrap, where she found six mice, all alive.

She told Cinderella to lift the door of the mousetrap a little. As each mouse ran out, she tapped it with her wand, and the mouse was immediately changed into a fine horse. Having a difficult time finding something to turn into a coachman, Cinderella said, "I will go and see if there is a rat in the rat-trap and we will make a coachman of him."

"You are right," said her godmother, "go and see."

Cinderella brought her the rat-trap, which held three large rats. The godmother chose the rat with the plentiful beard. With a touch of her wand, the rat was changed into a fat coachman with the finest beard that ever was seen. She then said, "Go into the garden, and there, behind the watering-pot, you will find six lizards. Bring them to me." As soon as Cinderella brought them, the godmother changed them into six footmen with jackets all covered in lace. The footmen immediately jumped up behind the coach and hung on to it as if they had done nothing else all their lives.

The godmother then said to Cinderella, "Are you happy with your carriage that will take you to the ball?"

"Yes, but how can I go in these dirty old clothes?" Her godmother touched her lightly with her wand, and her clothes were instantly changed into a dress made of gold and silver, and covered with precious stones.

She then gave her a pair of glass slippers, the prettiest in the world. Once she was properly dressed and got into the coach, her godmother told her, above all things, not to stay out past midnight. She warned her that if she remained at the ball a minute longer, her coach would again become a pumpkin; her horses, mice; her footmen lizards; and her clothes would turn into her old ones. She promised her godmother that she would leave the ball before midnight, and drove off, almost out of her mind with joy.

To be used
with:
5.RL.3

Standards Based Assessment

Cinder-Maid

Adapted from: Europas Fairy Books by Joseph Jacobs

Once upon a time, there was a nobleman who had married twice. During this man's first marriage, he had only one daughter. As she was growing up, her father thought that she should have someone to look after her. So, the man remarried a lady with two daughters. His new wife, instead of caring for his daughter, thought only of her own and favored them in every way. She would give her own daughters beautiful dresses and would only give her step-daughter the cast-off clothes of the other two. The man's daughter was forced to live out in a cold, damp barn and do all the chores of the house. Instead of a bed, she had to sleep on a pile of cinders. That is why they called her Cinder-Maid.

The barn where Cinder-Maid slept was a small, rickety shack that was no place for a young girl. In fact, she even had to share her space with hens and goats. During the winter, the barn was barely enough to keep Cinder-Maid from freezing. On most nights, Cinder-Maid would be huddled in the corner trying to keep warm atop her pile of hard, jagged cinders. No one cared that she had to live in such a horrible place. When she was sad, she would go and weep at her mother's grave under a hazel tree that she had planted.

One day, while Cinder-Maid was sweeping the barn, she heard a loud trumpet from the king's messenger. The messenger announced that the king would be throwing a Royal Ball. All noble maidens were invited to attend. At this ball, the king's son, the prince, would select a lady that would be his bride and the future queen. You can imagine how excited the step-sisters were when they heard the king's message.

"What should we wear, Mother, what should we wear?" cried the two step-sisters.

While the step-sisters argued about which dress to wear, the father suggested that Cinder-Maid should also have a dress. In response, the step-sisters cried out, "What? Why would Cinder-Maid go to the Royal Ball? Look at her, she will only disgrace us all."

And so her father kept quiet.

When the night arrived for the Royal Ball, Cinder-Maid had to help the two step-sisters get dressed in their beautiful dresses and see them drive off in their carriage.

continued on the next page...

To be used
with:
5.RL.3

Standards Based Assessment

Cinder-Maid

Adapted from: Europas Fairy Books by Joseph Jacobs

Since she was sad, she decided to go to her mother's grave. She always went there when she was having a bad day. She sat beneath the hazel tree and wept:

"Tree of mine, oh tree of me,
With my tears I've watered thee;
Make me a lady fair to see,
Dress me as splendid as can be."

With that, a little bird on the tree called out to her,

"Cinder-Maid, Cinder-Maid, shake the tree.
Open the first nut that you see."

Cinder-Maid shook the tree and picked up the first nut that fell. She opened the nut and saw a beautiful silk dress as blue as the sky, embroidered with stars. Along with the dress came two lovely shoes made of shining copper. When she dressed herself, the hazel tree opened and turned into a carriage made of copper with four milk-white horses, a coachman, and footmen, too. As she stepped into the carriage and started driving away, the little bird called out to her:

"Be home, be home before midnight
Or else again, you'll be a fright."

Name: _____

Date: _____

5.RL.3

Standards Based Assessment

Score

Instructions: Read the passages titled *Cinder-Maid* and *The Little Glass Slipper* and answer the questions below.

- 1.) In *The Little Glass Slipper*, the mood is somber when Cinderella's family leaves for the ball. What event changes the mood? Use details from the text to support your answer.

- 2.) The words gloomy, lonely, and shabby describe which setting from *Cinder-Maid*?

- a.) the mother's grave
- b.) the Royal Ball
- c.) the barn
- d.) the father's house

Name: _____

Date: _____

5.RL.3

Standards Based Assessment

Score

3.) In *Cinder-Maid*, how is the main character, Cinder-Maid, alike and different from her step-sisters in terms of character traits and how she is treated by other characters?

4.) The conflicts in *Cinder-Maid* and *The Little Glass Slipper* are:

- a.) different because Cinderella is anxious about meeting her godmother in *The Little Glass Slipper*, and Cinder-Maid is mistreated by her step-sisters in *Cinder-Maid*.
- b.) similar because Cinderella can't attend the ball because she fears that she will be teased by her step-sisters in *The Little Glass Slipper*, and Cinder-Maid can't attend the ball because the step-sisters say she'd disgrace the family in *Cinder-Maid*.
- c.) different because Cinderella is forced to prepare her step-sisters' hair in *The Little Glass Slipper*, and Cinder-Maid helped the step-sister's get dressed in *Cinder-Maid*.
- d.) similar because Cinderella prepares for the ball with the help of her godmother in *The Little Glass Slipper*, and Cinder-Maid prepares for the ball with the help of a hazel tree in *Cinder-Maid*.

Name: _____

Date: _____

5.RL.3

Standards Based Assessment

Score

5.) In what ways are the main characters' transformations for the Royal Ball in *The Little Glass Slipper* and *Cinder-Maid* alike and different?

Alike:

Different:

Instructions: Read the passages titled *Cinder-Maid* and *The Little Glass Slipper* and answer the questions below.

- 1.) In *The Little Glass Slipper*, the mood is somber when Cinderella's family leaves for the ball. What event changes the mood? Use details from the text to support your answer.

*Answers may vary. Example:

The event that changes the mood in *The Little Glass Slipper* is when Cinderella's godmother appears and sees her crying. This event changes the mood because the godmother tells Cinderella that she will help her go to the ball. Cinderella becomes excited and focuses on the tasks her godmother gives her instead of crying and feeling sorry for herself.

- 2.) The words gloomy, lonely, and shabby describe which setting from *Cinder-Maid*?

- a.) the mother's grave
- b.) the Royal Ball
- c.) the barn
- d.) the father's house

3.) In *Cinder-Maid*, how is the main character, Cinder-Maid, alike and different from her step-sisters in terms of character traits and how she is treated by other characters?

*Answers may vary.

Examples of how the characters are alike include:

- All from a noble family.
- All had the same father.
- All would like to get married to the prince.
- All would like to attend the Royal Ball.
- All wanted beautiful dresses.

Examples of how the characters are different include:

- Unlike the step-sisters, Cinder-Maid is forced to do chores.
- The step-sisters wear beautiful clothes, and Cinder-Maid wears their cast-offs.
- Cinder-Maid sleeps in the barn house and the step-sisters do not.
- Cinder-Maid is a step-daughter, not a biological daughter to her step-mother.
- Cinder-Maid is not given a dress for the ball, and the step-sisters are given dresses.
- Cinder-Maid is not invited to the ball, and the step-sisters are invited to the ball.
- Cinder-Maid's mother is deceased, and the step-sisters' mother is alive.
- Cinder-Maid is kind and sweet, and the step-sisters are nasty and mean.

4.) The conflicts in *Cinder-Maid* and *The Little Glass Slipper* are:

- a.) different because Cinderella is anxious about meeting her godmother in *The Little Glass Slipper*, and Cinder-Maid is mistreated by her step-sisters in *Cinder-Maid*.
- b.) similar because Cinderella can't attend the ball because she fears that she will be teased by her step-sisters in *The Little Glass Slipper*, and Cinder-Maid can't attend the ball because the step-sisters say she'd disgrace the family in *Cinder-Maid*.
- c.) different because Cinderella is forced to prepare her step-sisters' hair in *The Little Glass Slipper*, and Cinder-Maid helped the step-sister's get dressed in *Cinder-Maid*.
- d.) similar because Cinderella prepares for the ball with the help of her godmother in *The Little Glass Slipper*, and Cinder-Maid prepares for the ball with the help of a hazel tree in *Cinder-Maid*.

5.) In what ways are the main characters' transformations for the Royal Ball in *The Little Glass Slipper* and *Cinder-Maid* alike and different?

*Answers may vary:

List of how the characters' transformations are different:

Cinder-Maid

- weeps at her mother's hazel tree
- no fairy godmother
- gets advice from a little bird
- shoes and dress transform from an opened hazelnut
- dress is blue with embroidered stars
- shoes are made of copper
- coach, horses, coachmen, and footmen transform from the same thing
- coach transforms from hazel tree
- four white horses transform from hazel tree
- coachmen transform from hazel tree
- fewer details about things being transformed
- uses poetry and rhyming
- does not tell us what will happen after midnight

Little Glass Slipper

- weeps as her family leaves for the ball
- speaks with a fairy godmother
- never speaks with a little bird
- shoes and dress transform when godmother taps her clothes with a wand
- dress is gold and silver and embroidered with precious stones
- shoes are made of glass
- coach, horses, coachmen and footmen transform from entirely different things
- coach transforms from a pumpkin
- mice were transformed into horses
- a rat is transformed into a coachman
- six lizards are transformed into footmen
- more details about things being transformed
- does not use poetry and rhyming
- tells us what will happen after midnight

List of how the characters' transformations are alike:

- both main characters get a dress and slippers
- both main characters get a coach
- both coaches are horse-drawn
- both coaches have footmen
- both coaches have coachman
- both main characters are weeping
- neither of the main characters have proper clothes for the ball
- there are magical transformations in each story
- both main characters are warned to be home before midnight

Name: _____

Date: _____

5.RL.4

Standards Based Assessment

Score

Instructions: Read the passage below and answer the questions.

Weathering the Storm

By: Kristine Nannini

My mom's eyes were glued to the television as she hoped for good news. No one thought we would see a storm like this in New York. Since my dad is a firefighter, he has to work all night and can't be home with us. He will be spending the entire night working to **evacuate** elderly citizens from their homes to safer locations before the storm gets worse.

"New Yorkers can't deal with hurricanes. We're like fish out of water," said Dad.

"Just please be careful and call me when you can," Mom demanded.

I'm amazed that my mom is able to keep calm when the news reports keep showing nothing but **despair** during emergencies like these. You can't even watch a news report today without feeling hopeless or like it's the end of the world.

"We are here, live on the scene with the storm of the century," yelled Harry Cane, our local meteorologist. "These winds sound like a freight train," exclaimed Harry, who was fighting just to stand up in the strong winds. "In a storm like this, the warehouse behind me is a deck of cards just waiting to be blown over. Back to you, Skip," screamed Harry.

"Why is anyone even outside right now?" I asked out loud, which brought a worried look to my mom's face. But even though my mom was worried, I wasn't. My dad is as tough as nails and there isn't any storm on the planet that will stop him.

1.) In the passage above, the word **evacuate** probably means:

- a.) to gather
- b.) to remove
- c.) to find
- d.) to explore

2.) What is meant by the saying **we're like fish out of water**?

Name: _____

Date: _____

5.RL.4

Standards Based Assessment

Score

3.) The phrase **the warehouse behind me is a deck of cards just waiting to be blown over** is an example of which type of figurative language?

- a.) simile
- b.) metaphor
- c.) idiom
- d.) personification

4.) The phrase, **these winds sound like a freight train** is an example of which type of figurative language?

- a.) simile
- b.) metaphor
- c.) idiom
- d.) personification

5.) Which words or phrases help the reader understand the meaning of the word **despair** in the passage? Explain the meaning of the word and use it in a sentence to show that you understand the meaning.

Instructions: Read the passage below and answer the questions.

Weathering the Storm

By: Kristine Nannini

My mom's eyes were glued to the television as she hoped for good news. No one thought we would see a storm like this in New York. Since my dad is a firefighter, he has to work all night and can't be home with us. He will be spending the entire night working to **evacuate** elderly citizens from their homes to safer locations before the storm gets worse.

"New Yorkers can't deal with hurricanes. We're like fish out of water," said Dad.

"Just please be careful and call me when you can," Mom demanded.

I'm amazed that my mom is able to keep calm when the news reports keep showing nothing but **despair** during emergencies like these. You can't even watch a news report today without feeling hopeless or like it's the end of the world.

"We are here, live on the scene with the storm of the century," yelled Harry Cane, our local meteorologist. "These winds sound like a freight train," exclaimed Harry, who was fighting just to stand up in the strong winds. "In a storm like this, the warehouse behind me is a deck of cards just waiting to be blown over. Back to you, Skip," screamed Harry.

"Why is anyone even outside right now?" I asked out loud, which brought a worried look to my mom's face. But even though my mom was worried, I wasn't. My dad is as tough as nails and there isn't any storm on the planet that will stop him.

1.) In the passage above, the word **evacuate** probably means:

- a.) to gather
- b.) to remove
- c.) to find
- d.) to explore

2.) What is meant by the saying, **we're like fish out of water**?

*Answers may vary. Example:

Students should understand that the old adage is a simile that means "being unfamiliar with a situation or event." Specifically, the New York residents are unprepared for hurricanes because hurricanes are rare and unusual in New York. In this case, we are comparing the residents to fish that are ill-equipped and unprepared for being out of the water.

3.) The phrase **the warehouse behind me is a deck of cards just waiting to be blown over** is an example of which type of figurative language?

- a.) simile
- b.) **metaphor**
- c.) idiom
- d.) personification

4.) The phrase **these winds sound like a freight train** is an example of which type of figurative language?

- a.) **simile**
- b.) metaphor
- c.) idiom
- d.) personification

5.) Which words or phrases help the reader understand the meaning of the word **despair** in the passage? Explain the meaning of the word and use it in a sentence to show that you understand the meaning.

*Answers may vary. Example:

Feeling like it's the end of the world and hopelessness are the words and phrases that help provide context to the word despair.

Despair means a loss of hope or being overcome by a sense of defeat or futility.

Example sentence: I was overcome with despair when my dog Lucy became sick and had no chance of getting better.

To be used
with:
5.RL.5

Standards Based Assessment

Pot of Gold

Adapted from: Pot of Gold by Augusta Stevenson

SCENE 1

TIME: *One spring day*

PLACE: *The farmer's vineyard*

CHARACTERS: *The FARMER and his THREE SONS*

[The THREE SONS dig lazily among the vines.]

FIRST SON: Oh, I am tired of digging! Come, brothers, let's sit and talk!

[He throws down his shovel and sits.]

SECOND SON: Father said we should dig at every vine. But I must say I am tired of it.

[He throws down his shovel and sits.]

THIRD SON: I was tired when we began.

[He throws down his shovel and sits. The FARMER enters. His SONS do not see him.]

FIRST SON: Someday I would like to go to war and ride a great white horse.

SECOND SON: I would like to be a prince. I would do nothing all day long but wear my golden crown.

THIRD SON: I want to find a purse of gold. I would never work again, I tell you!

[The FARMER shakes his head sadly.]

FARMER: My sons, these vines have not been dug out. Come, do this work as I have told you.

[The SONS groan and pick up their shovels.]

FARMER: Now listen, a pot of gold is hidden in this vineyard. It is buried deep beneath these vines.

SONS: A pot of gold!

FARMER: It is all I have to leave you. I think it best to tell you now, for I cannot live much longer.

FIRST SON: Why do you hide the gold, my father?

FARMER: So that you may dig for it.

SECOND SON: Why do you hide it in the ground?

FARMER: So that you may dig for it.

THIRD SON: Why don't you tell us where it is?

continued on the next page...

To be used
with:
5.RL.5

Standards Based Assessment

Pot of Gold

Adapted from: *Pot of Gold* by Augusta Stevenson

SCENE 1 continued:

FARMER: So that you may dig for it.

[The FARMER leaves.]

SONS: Let's dig!

FIRST SON: Now I shall go to war and ride a great white horse!

SECOND SON: Now I shall marry a princess and wear my golden crown!

THIRD SON: Now I shall find my purse of gold, and never work again!

END SCENE 1

SCENE II

TIME: *One month later*

PLACE: *The vineyard*

CHARACTERS: *The THREE SONS*

[The ground is completely dug up. The FIRST SON is seen digging. He throws down his shovel showing disappointment.]

FIRST SON: I cannot find it! *(Enter SECOND SON with his shovel.)* Did you find it?

SECOND SON: No, and I have dug up every inch of our western vineyard.

[Enter THIRD SON with his shovel.]

FIRST AND SECOND SONS: Did you find it?

THIRD SON: No, and I have dug up every inch of the eastern vineyard.

FIRST SON: Well, you see what I have done here.

SECOND SON: There is not a vine that has not been dug out!

THIRD SON: I cannot understand it!

FIRST SON: The day our father died he spoke again of the pot of gold.

SECOND SON: And told us again to dig for it.

THIRD SON: I cannot understand it. *[They go, shaking their heads sadly.]*

END SCENE II

continued on the next page...

To be used
with:
5.RL.5

Standards Based Assessment

Pot of Gold

Adapted from: *Pot of Gold* by Augusta Stevenson

SCENE III

TIME: *Six months later*

PLACE: *The vineyard*

CHARACTERS: *The THREE SONS and the MERCHANT*

[The MERCHANT enters the vineyard with the THREE SONS.]

MERCHANT: You say your grapes are ripe?

FIRST SON: They are ripe and ready to sell, sir.

SECOND SON: Come, now, and look at them.

[They cross to the vines.]

MERCHANT: Why, I have never seen such grapes as these!

THIRD SON: We have never had such grapes before, sir.

MERCHANT: How fine and large they are!

FIRST SON: And sweet, too! Just taste one, sir!

MERCHANT *(eating a grape)*: Are they all like these?

SECOND SON: Every vine bears such grapes.

MERCHANT: I must have your grapes. I will give a pot of gold for them.

SONS: A pot of gold!

MERCHANT: Come, will you sell them to me?

SONS: Yes, sir!

MERCHANT: Then tomorrow I will bring the pot of gold and take away the grapes.

[He goes.]

SONS: A pot of gold!

FIRST SON: I wonder if that was father's pot of gold.

SECOND SON: I almost think it was.

THIRD SON: I wonder now, I wonder.

FIRST SON: No war horse for me! I will stay and dig again for gold!

SECOND SON: No prince's crown for me! I will stay and dig here too!

THIRD SON: I have found my purse of gold! I will stay and find another!

END SCENE III

Name: _____

Date: _____

5.RL.5

Standards Based Assessment

Score

Instructions: Read the passage titled *Pot of Gold* and answer the questions below.

1.) What is important about Scene I? How does it contribute to the text as a whole?

2.) What is the best description of the three sons' attitudes in Scene II?

- a.) The three sons were too lazy to dig.
- b.) The three sons gave up their dreams when they realized they could make money from the grapes.
- c.) The three sons wanted a pot of gold more than they wanted to be lazy.
- d.) The three sons dug up all the vines because they knew it would give them tasty grapes.

3.) *Pot of Gold* is best described as which type of literature:

- a.) chapter book
- b.) non-fiction summary
- c.) a fable
- d.) a play or drama

Name: _____

Date: _____

5.RL.5

Standards Based Assessment

Score

4.) Explain how the sons' understanding about the "pot of gold" changed from Scene I to Scene III.

5.) Why does the author use stage directions in *Pot of Gold*? Explain your answer using your knowledge about this genre of literature.

Instructions: Read the passage titled *Pot of Gold* and answer the questions below.

1.) What is important about Scene I? How does it contribute to the text as a whole?

*Answers may vary. Example:

Readers are introduced to the setting and characters in the Scene I. The author reveals the important character traits about the three sons. All three sons are lazy and dream about having fame, status, and wealth instead of working hard. Lastly, we learn the conflict in the story. The farmer does not have much longer to live and is worried that his sons are lazy.

Scene I contributes to the text as a whole by establishing the characters in conflict in the story. Scene I helps us understand that the three sons undergo a transformation when comparing their attitudes at the end of the play.

2.) What is the best description of the three sons' attitudes in Scene II?

- a.) The three sons were too lazy to dig.
- b.) The three sons gave up their dreams when they realized they could make money from the grapes.
- c.) The three sons wanted a pot of gold more than they wanted to be lazy.
- d.) The three sons dug up all the vines because they knew it would give them tasty grapes.

3.) *Pot of Gold* is best described as which type of literature:

- a.) chapter book
- b.) non-fiction summary
- c.) a fable
- d.) a play or drama

5.RL.5

Standards Based Assessment

Answer Key

4.) Explain how the sons' understanding about the "pot of gold" changed from Scene I to Scene III.

*Answers may vary. Example:

In Scene I, the sons thought an actual pot of gold was buried in the ground. In Scene III, the sons realized that their father was using a metaphor. The large, juicy grapes that would result from their hard work, are valuable like a pot of gold.

5.) Why does the author use stage directions in *Pot of Gold*? Explain your answer using your knowledge about this genre of literature.

*Answers may vary. Example:

The author uses stage directions because this is a play that is performed by characters/actors on a stage. The stage directions show you the characters'/actors' actions while they interact through dialogue. For example, the stage directions show when the characters/actors enter and leave the scene, and what gestures or actions they use while saying their lines. Lastly, stage directions give information about the mood and the setting of the play.

To be used
with:
5.RL.6

Standards Based Assessment

The Witch on Shady Lane

By: Kristine Nannini

Shady Lane is generally a great place to live, except for one house that isn't quite right. It's a typical street with white picket fences and nice, friendly neighbors. Most everyone is friendly, except for the witch that lives in the scary house at the end of the street. The long grass, caving roof, numerous cats, cobwebs, and dark shadows that slowly stir about the house make my skin crawl. My friends told me a rumor that a witch named Agnes lives in that house. Every so often, I see an old lady wandering around outside, not doing much of anything. She looks lost and is always yelling at something or someone. I know one thing, I will never get too close in case the rumors are true.

Memories Lost

By: Kristine Nannini

After Agnes, my grandma, was diagnosed with Alzheimer's disease, her entire life changed. She was always more like a close friend to me than a grandma. We would always go out to the movies, out to dinner, and shopping together. She really loved my brothers and I. One day, while she was visiting me, she became confused and forgot who I was. Over the next few months, she started getting lost and confused more and more. She eventually went to her doctor and was diagnosed with Alzheimer's, a disease that affects your memory, judgment, and reasoning skills. She can't care for herself, drive a car, care for her cats, cut her lawn, or go outside without getting lost. I've tried to help her, but she doesn't always remember me. One time, when I tried to visit her, she forgot who I was and yelled at me to leave her porch. The disease has gotten so bad that she often wanders around, frightening the neighborhood kids. I plan to educate her neighbors on Shady Lane about her condition so that they can keep an eye on her and make sure she's safe.

Name: _____

Date: _____

5.RL.6

Standards Based Assessment

Score

Instructions: Read the passages titled *The Witch on Shady Lane* and *Memories Lost* and answer the questions below.

1.) *The Witch on Shady Lane* is written from which point of view? How does that point of view influence how Agnes and her house are described?

2.) What information is unknown to the narrator of *The Witch on Shady Lane* that is known to the narrator of *Memories Lost*? Give examples.

Name: _____

Date: _____

5.RL.6

Standards Based Assessment

Score

- 3.) Do the themes of the stories about Agnes change based on who is narrating? Why or why not? Use specific details and examples from each story to support your answer.

- 4.) *Memories Lost* is written from which point of view?

- a.) third person limited
- b.) third person omniscient
- c.) first person
- d.) second person

- 5.) What is a **disadvantage** of reading a story told in **first person**?

- a.) Since the narrator knows everything, there are no surprises.
- b.) Since the narrator is not part of the story, we don't know if we can trust the narrator.
- c.) Since the narrator is part of the story, we get an up-close and personal account of events.
- d.) Since the narrator is part of the story and doesn't see everything, our understanding is limited to the experiences and opinions of the narrator.

1.) *The Witch on Shady Lane* is written from which point of view? How does that point of view influence how Agnes and her house are described?

*Answers may vary. Example:

The Witch on Shady Lane is written in first person. Stories written in first person are told from the perspective of the narrator, who is also a character in the story. Since we only have information from the narrator's perspective, we are led to believe that Agnes may be a witch with a scary house. The narrator is not omniscient and therefore, can be influenced by rumors or other information that can affect his/her perception.

2.) What information is unknown to the narrator of *The Witch on Shady Lane* that is known to the narrator of *Memories Lost*? Give examples.

*Answers may vary. Examples include:

- Agnes is a grandmother.
- Agnes has a disease called Alzheimer's.
- Agnes is not a witch.
- Agnes has memory problems.
- Agnes is easily confused and wanders.
- Agnes has trouble caring for herself.
- Agnes has family members.

3.) Do the themes of the stories about Agnes change based on who is narrating? Why or why not? Use specific details and examples from each story to support your answer.

*Answers may vary. Example:

Yes, the themes change based on who is narrating. *The Witch on Shady Lane* is a scary story or mystery story about an old creepy woman who might be a witch. From the narrator's perspective, Agnes and her house are frightening to him. Unlike the other homes in the neighborhood, Agnes' house is in poor condition with long grass and a caving roof. Agnes is confused and wanders unlike the other neighbors who are friendly. These details help explain why this narrator's story would have a haunted theme when describing Agnes and her house. On the other hand, the theme in *Memories Lost* is about the narrator's struggle with a loved one having Alzheimer's disease. The narrator used to do fun things with his grandmother, and now she barely knows him. He knew his grandmother before she had Alzheimer's and understands her condition, so there is nothing scary about her. He knows that she cannot take care of her home which is sad, not scary. These details help explain why this narrator is writing about the problems that Alzheimer's causes when describing Agnes and her house.

4.) *Memories Lost* is written from which point of view?

- a.) third person limited
- b.) third person omniscient
- c.) first person
- d.) second person

5.) What is a **disadvantage** of reading a story told in **first person**?

- a.) Since the narrator knows everything, there are no surprises.
- b.) Since the narrator is not part of the story, we don't know if we can trust the narrator.
- c.) Since the narrator is part of the story, we get an up-close and personal account of events.
- d.) Since the narrator is part of the story and doesn't see everything, our understanding is limited to the experiences and opinion of the narrator.

You will need:

- The Ant and the Grasshopper Passage*** (1 copy for each student).
- The Ant and the Grasshopper Picture Page*** (1 copy for each student).
- The Grasshopper and the Ants Video*** (The clickable video page is in this assessment. The video should be set up prior to the assessment. Multiple students can view the video in one sitting, or viewing can be done as a whole class via projection screen.)
- The **5.RL.7 Standards Based Assessment** (1 copy for each student).
- The **5.RL.7 Standards Based Assessment Answer Key** (to assess the students' work).

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students time to read and visualize ***The Ant and the Grasshopper Passage***.
- After students have read and visualized ***The Ant and the Grasshopper Passage***, they will then look at ***The Ant and the Grasshopper Picture Page***.
- Students will use ***The Ant and the Grasshopper Passage*** and ***The Ant and the Grasshopper Picture Page*** to answer questions 1, 2, and 3 on the **5.RL.7 Standards Based Assessment**.
- Once students have completed the above steps, allow students time to view ***The Grasshopper and the Ants Video***.
- Students will use ***The Grasshopper and the Ants Video*** to answer questions 4 and 5 on the **5.RL.7 Standards Based Assessment**.
- Collect, read, and assess the students' answers using the **5.RL.7 Standards Based Assessment Answer Key**.

Instructions – Step 1:

-Pass out copies of ***The Ant and the Grasshopper Passage*** to every student.

Say to students:

- 1 Students, in a few minutes you will have a chance to read and visualize a passage. When you read the passage, I want you to think about how the author uses particular words and phrases to contribute to the meaning and tone of the text.

Instructions – Step 2:

-Pass out copies of the ***The Ant and the Grasshopper Picture Page*** to every student.

Say to students:

- 2 Students, now that you have had the opportunity to read and visualize ***The Ant and the Grasshopper Passage***, I want you to take a look at the pictures from ***The Ant and the Grasshopper Picture Page***. Once you've studied the pictures, you will answer a series of questions comparing the text of the passage to the pictures.

Instructions – Step 3:

-Pass out copies of ***5.RL.7 Standards Based Assessment*** to every student.

Say to students:

- 3 At this time, I will pass out the assessment. Please write your name and date at the top of the assessment. You will only answer questions 1, 2, and 3 at this time.

Instructions – Step 4:

-Read aloud questions 1, 2, and 3 for students. Make sure students understand that they are stopping after question number 3.

Say to students:

- 4 You may use ***The Ant and the Grasshopper Passage*** as well as ***The Ant and the Grasshopper Picture Page*** as a resource while answering questions 2 and 3. Are there any questions? Please get started on questions 1, 2, and 3 only. Please set your pencil down when you finish question 3, so I know you are finished.

(Note: You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students answer the questions, but do not provide them with additional information. For students that are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started.)

Instructions – Step 5:

-Have **The Grasshopper and the Ants Video** cued up, ready for students to watch.

Say to students:

- 5 Students, now you will have the opportunity to watch a video version of The Ant and the Grasshopper. While watching the video, pay attention to the sound effects and audio and visual elements that are used. I want you to think about how these elements contribute to the mood and tone. After watching the video, you will answer a series of questions about the visual and multimedia elements.

Instructions – Step 6:

-Students should already have their copies of **5.RL.7 Standards Based Assessment**.

Say to students:

- 6 Students, now that you have had the opportunity to watch **The Grasshopper and the Ants Video**, you will finish your assessments by answering questions 4 and 5.

Instructions – Step 7:

-Read aloud questions 4 and 5 for students.

Say to students:

- 7 Are there any questions? Please get started on questions 4 and 5. When you are finished I will collect your assessments.

Name: _____

Date: _____

To be used
with:
5.RL.7

Standards Based Assessment

The Ant and the Grasshopper Passage

Adapted from: The Ant and the Grasshopper by Aesop

In a field one summer's day, Grasshopper was hopping about, chirping and singing to his heart's content. Ant passed by, walking along and sweating from carrying ears of corn that he was taking to the nest.

"Why not come and sing with me," said Grasshopper, "instead of toiling and working all day?"

"I am helping to store food for the winter," said Ant, "and recommend you do the same."

"Why bother about winter?" said Grasshopper, "We have got plenty of food now."

But Ant went on his way and continued to toil. When the winter came, Grasshopper had no food and found himself dying of hunger. While he was starving, he saw the ants distributing corn and grain from the piles they had collected in the summer. Suddenly, Grasshopper realized that it is best to prepare and think ahead.

Name: _____

Date: _____

To be used
with:
5.RL.7

Standards Based Assessment

The Ant and the Grasshopper Picture Page

Public Domain Pictures

**Picture
1**



**Picture
2**



Name: _____

Date: _____

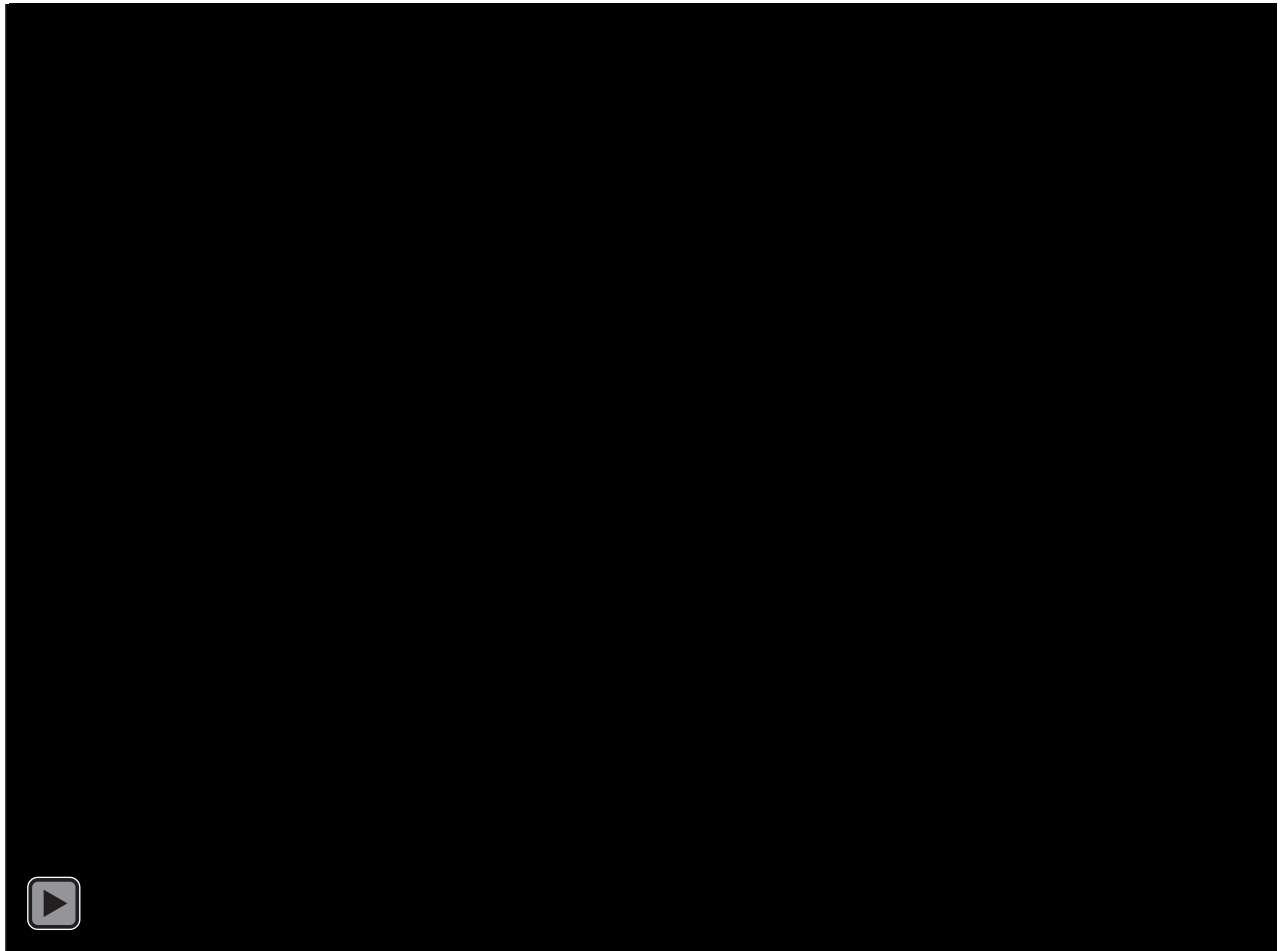
To be used
with:
5.RL.7

Standards Based Assessment

The Grasshopper and the Ants Video

Click the video below to play.

If clicking the video does not work, click [HERE](#) to be directed to an external link.



Name: _____

Date: _____

5.RL.7

Standards Based Assessment

Score

Instructions: Read the passage *The Ant and the Grasshopper*, then study *The Ant and the Grasshopper Picture Page* to answer questions 1, 2 and 3.

1.) The "tone" of a story is defined as:

- a.) the writer's attitude or approach to a subject or his text as a whole.
- b.) the reader's emotions as they read a text.
- c.) the mood or atmosphere of the story.
- d.) the central theme or main idea of a story.

2.) Analyze the two pictures found on ***The Ant and the Grasshopper Picture Page*** and discuss the similarities and differences in their visual elements (e.g., use of color, gestures, etc.).

3.) What additional information do the pictures provide the reader compared to the text?



Name: _____

Date: _____

5.RL.7

Standards Based Assessment

Score

Instructions: Watch *The Grasshopper and the Ants* video and answer the questions below.

- 4.) Which multimedia elements does the video use to show the change in the seasons from summer to fall? You may choose more than one answer.
- a.) The characters engage in more dialogue.
 - b.) The music changes from calm to frantic.
 - c.) The imagery changes from colorful to more plain in color.
 - d.) The sound effects are more silly and comedic.
- 5.) In the beginning of the movie, the imagery and sound effects associated with the grasshopper create which type of mood?
- a.) scared and hopeless
 - b.) calm and peaceful
 - c.) anxious and intense
 - d.) fun and playful

Instructions: Read the poem *The Ant and the Grasshopper*, then study *The Ant and the Grasshopper Picture Page* to answer questions 1, 2 and 3.

1.) The "tone" of a story is defined as:

- a.) the writer's attitude or approach to a subject or his text as a whole.
- b.) the reader's emotions as they read a text.
- c.) the mood or atmosphere of the story.
- d.) the central theme or main idea of a story.

2.) Analyze the two pictures found on *The Ant and the Grasshopper Picture Page* and discuss the similarities and differences in their visual elements (e.g., use of color, gestures, etc.).

*Answers may vary. Example:

Picture 1:

- The image is cartoonish.
- The grasshopper's expression is happy and playful.
- The ant's expression is annoyed and angry.
- There is no background showing what season it is.

Picture 2:

- The image is life-like.
- The grasshopper is looking down.
- The grasshopper has a look of sadness and despair on its face.
- The ant has a look of anger and contempt or scorn on its face.
- The colors are dull and dark.
- There is snow showing that the grasshopper is cold.

3.) What additional information do the pictures provide the reader compared to the text?

*Answers may vary. Example:

The text requires the reader to use their imagination instead of being able to see how the grasshopper and the ant are interacting. For example, picture one shows the grasshopper having fun and shows the ant working very hard. It seems as though the grasshopper is dancing around and is very close to the ant, who looks annoyed based on the expression on his face. These are things that are not written in the text and provide the reader with more information. Also, in picture two, the illustrator uses colors and expressions to show how much the grasshopper is struggling in the cold. This picture shows a scene which is not included in the text.



5.RL.7

Standards Based Assessment

Answer Key

Instructions: Watch *The Grasshopper and the Ants* video and answer the questions below.

- 4.) Which multimedia elements does the video use to show the change in the seasons from summer to fall? You may choose more than one answer.
- a. The characters engage in more dialogue.
 - b. The music changes from calm to frantic.
 - c. The imagery changes from colorful to dark.
 - d. The sound effects are more silly and comedic.
- 5.) In the beginning of the movie, the imagery and sound effects associated with the grasshopper create which type of mood?
- a.) scared and hopeless
 - b.) calm and peaceful
 - c.) anxious and intense
 - d.) fun and playful

To be used
with:
5.RL.9

Standards Based Assessment

The Magic Necklace

By: Kristine Nannini

Caroline had never really believed what her brother told her about the necklace he had given to her on her tenth birthday. She remembered their conversation like they had just finished speaking minutes ago.

"It's so pretty, Damon!" Caroline yelled.

"It's very old," Damon replied. "It's very important that you never lose it."

Caroline gasped at the thought. "I will not lose it. I'm not little anymore!" she yelled in the best grownup voice her ten-year-old lungs could muster.

"Caroline, calm down. I gave it to you now because I know you're big enough to handle the responsibility. I've been waiting a long time to give this to you," Damon said calmly.

Caroline smiled and blushed. She loved to think of herself as big and grown up. Damon watched her put the necklace on, and then he continued.

"Caroline," he said, "I know you won't believe this now, but that necklace is very powerful. It will protect you. And when I need you, it will bring you to me."

"You're silly," Caroline giggled. "What is it, magic?"

Damon looked at her without a smile or a single emotion and answered, "Yep. That's exactly what it is."

Caroline had often wondered how she remembered that conversation so vividly, even eight years after Damon had given her the necklace. She couldn't remember one thing from Mr. Anthony's social studies lectures when it was time for a test. But these words, these words from her brother were always fresh and new, and right at the front of her mind whenever she thought about the necklace.

She uncrumpled the paper from her back pocket and read Damon's note again.

This is the time. I need you, Sis. Go to the elm tree behind the garage and use the necklace.

She wanted to think, "Whatever!" But she didn't. Caroline knew it wasn't one of Damon's pranks. He hadn't contacted her or their parents in two weeks. Damon was off at college, and it's not like he called home every day, but two weeks seemed like a long time, even for Damon. And then there was the note.

continued on the next page...

To be used
with:
5.RL.9

Standards Based Assessment

The Magic Necklace

By: Kristine Nannini

It didn't come in the mail. It just seemed to appear in Caroline's pocket. Damon couldn't have snuck in the house and put it there, she thought. And Damon called her "Sis." That word was for important, big, teary-eyed stuff. So Caroline went to the tree.

There was nothing special. Nothing was different. The wide, dark tree trunk shot straight up for twelve feet and spread into an umbrella of thickly leaved branches. She didn't think she knew what to do, but she held the necklace out away from her body, just enough to look down at it. It was a beautiful horse in mid gallop, cast from delicate gold that Caroline had always assumed was fake. But it wasn't just a horse. Caroline stroked its two thin, gold wings. Caroline called it her tiny pegasus. How was a tiny pegasus made of fake gold going to help her?

At that instant, a thud shook the earth and a hurricane of wind knocked Caroline against the elm tree. She spun around, pushing herself away from the tree and back to her feet. What stood before her was not tiny. It was not gold, and it definitely was not fake. A massive, white, winged steed snorted steam through its wide nostrils, two feet from her face. Caroline didn't understand why she wasn't afraid, or why she didn't think she was going crazy. She just thought of her brother. He was always the protector. He got her through the tough times. "If he needs me, I'll do whatever it takes," she thought aloud. The pegasus lowered its front knees to the ground, and Caroline climbed onto its powerful bare back. They were airborne with a single flap of its impossible wings.

To be used
with:
5.RL.9

Standards Based Assessment

Cyclops Sidekick

By: Kristine Nannini

Arrows whizzed overhead. Their poison tips whistled through the air. Jordan peered meekly from under his large round shield. He could see the centaur's hooves and parts of its furry legs, but he didn't dare lift his shield for a better look. He knew the horse part of a centaur's body ended at its waist. From there up, it had the body of a man. But the only thing that seemed important to Jordan now was that each centaur had the eyesight and the arms of an expert archer. Jordan couldn't understand why their arrows hadn't struck their target yet. Then he heard a familiar, bellowing laugh.

"You'll have to do better than that, little ponies!" the voice roared.

Then there was more laughter, and the booming thud of a huge wooden club made from almost an entire tree trunk.

"They weren't hitting me, because I'm not their target," Jordan thought.

The centaurs would not dare stand and fight Chlosip for long. The giant cyclops was always thrilled by battle and almost resistant to harm. Jordan heard more club thuds, then the fleeing gallops of the frightened centaurs.

Then the big shield went flying through the air. Jordan, still in his defensive crouch, looked up into Chlosip's eyes.

"You won't need that shield with me here to protect you, Jordan!" Chlosip roared.

"Yes, thank you, Chlosip. But it would make me feel a bit more secure." Jordan's voice was small and scared, as usual.

"Jordan," Chlosip shouted, "you don't yet know that you are the hero here. I am but merely your humble sidekick!"

Then Chlosip laughed thunderously. He always seemed to be much more cheerful about deadly arrows shooting in his direction than Jordan had ever been. Jordan never felt like a hero. He always just felt scared, even with a giant, fearless, super strong cyclops as a sidekick. But Chlosip always called Jordan the hero. Maybe there was something to that. Maybe Chlosip knew something that Jordan didn't, especially since Chlosip, like every other cyclops, could see the future.

Name: _____

Date: _____

5.RL.9

Standards Based Assessment

Score

Instructions: Read the passages titled *The Magic Necklace* and *Cyclops Sidekick* and answer the questions below.

1.) Which genre describes both of these stories?

- a.) fantasy
- b.) realistic fiction
- c.) horror
- d.) romance

2.) How is Jordan different from Caroline?

- a.) Caroline loves horses, but Jordan does not.
- b.) Caroline's brother is a human, but Jordan's brother is a cyclops.
- c.) Jordan is afraid, but Caroline is not.
- d.) Caroline will have an adventure, but Jordan will not.

3.) Which of these elements is used in both stories to point out the genres of the stories?

- a.) tree trunks
- b.) mythical creatures
- c.) dialogue
- d.) main characters

4.) How are the main characters in these stories similar? Support your answer with details from both texts.

Name: _____

Date: _____

5.RL.9

Standards Based Assessment

Score

5.) What is one way that the author presents these two stories of the same genre in different ways? Support your answer with details from both selections.

Instructions: Read the passages titled *The Magic Necklace* and *Cyclops Sidekick* and answer the questions below.

1.) Which genre describes both of these stories?

- a.) fantasy
- b.) realistic fiction
- c.) horror
- d.) romance

2.) How is Jordan different from Caroline?

- a.) Caroline loves horses, but Jordan does not.
- b.) Caroline's brother is a human, but Jordan's brother is a cyclops.
- c.) Jordan is afraid, but Caroline is not.
- d.) Caroline will have an adventure, but Jordan will not.

3.) Which of these elements is used in both stories to point out the genres of the stories?

- a.) tree trunks
- b.) mythical creatures
- c.) dialogue
- d.) main characters

4.) How are the main characters in these stories similar? Support your answer with details from both texts.

***Answers may vary. Example:**

Caroline and Jordan both seem to be unlikely heroes. They haven't performed any heroic actions yet, but the storylines suggest that they will. Caroline is surprised that her brother will need her help. She proves this when she thinks, "He was always the protector. He got her through the tough times. How could she possibly help him?" Jordan seems too afraid to be a hero. The story states, "Jordan never felt like a hero. He always just felt scared, even with a giant, fearless, super strong cyclops as a sidekick." But Caroline mounts the pegasus to go and help her brother, and Chlosip assures Jordan that he is a hero.

5.RL.9

Standards Based Assessment

Answer Key

5.) What is one way that the author presents these two stories of the same genre in different ways? Support your answer with details from both selections.

*Answers may vary. Example:

The author puts each of these fantasy stories in different settings. *The Magic Necklace* begins in modern times in the real world. Caroline's family has a garage, and her brother has gone to college. These parts of the story seem very realistic. But then a pegasus appears. This brings elements of fantasy into the realistic setting. In *Cyclops Sidekick*, the setting is a complete fantasy world. The story starts with a battle between centaurs and a cyclops. There is nothing about this story that suggests that it could have a realistic setting. So one big difference is the way the author presents these two stories is their different settings.

To be used
with:
5.RL.10

Standards Based Assessment

Swimmer

By: Kristine Nannini

The water was clear and warm. I scooted right to the edge of the pool and bent my knees slightly. The chlorine smell wafted to my nostrils soothingly. I was relaxed, but I was ready for the starting gun. It felt like I was meant to be here, but five years ago, this would be the last place I'd ever expect to find myself.

When I was nine, I loved the water. I wanted my parents to take me to the beach or the town swimming pool every day, even when it was cold and miserable outside. But I didn't swim, because I didn't know how. I just splashed and bobbed at the shallow end of the pool or stayed close to shore on the dry sand. I didn't really mind not swimming, even though my whole family, as well as all my friends, could swim. I was the odd one out. But it wasn't that bad to be odd.

When my good friend had a pool party for her birthday, I was really excited, even though I knew I wouldn't be swimming. I would splash around and float on inflatables, and have a great time. The party was fun. I did my share of playing, but not swimming, in the water. But a lot of the time, I sat on the side of the pool while others dove in or played Marco Polo. Only my really close friends knew that I couldn't swim, so a lot of kids were asking me to show off my diving skills. I actually started to get a little embarrassed, and diving looked pretty easy. I was sure I could jump in head-first and make it to the side of the pool. So I tried it.

The jumping in part was easy, but I had no idea what to do next. As I started to sink to the bottom I kicked my legs and flailed my arms wildly, but I didn't know which way to move them. I ended up going straight down. I seemed to be underwater forever. I was only somewhat good at holding my breath, and eventually I sucked in a giant gulp of water. Then I felt a big pull. One of the adults had seen me go under without coming up, and he dove in, grabbed my wild arms, and pulled me to safety.

For the next year, I wouldn't go near water. The fun I used to have was replaced by fear. I wouldn't even go with my friends to the pool. I certainly wouldn't get back in the water. But I started to miss the fun. I didn't feel like I should let fear keep me from something I used to love. So I asked my parents for swimming lessons. They thought it was a great idea.

For my first few lessons, I was horrified. As time went on, it became easier. When I finally learned how swimming worked and what I was supposed to do, I started to get really good at it. I took more advanced lessons, and eventually tried out for the school swim team. That was two years ago, and now I'm at the regional meet. I don't really know if I have a chance to win, but I sure have come a long way. I'm really proud of myself. I'm a swimmer now!

Name: _____

Date: _____

5.RL.10

Standards Based Assessment

Score

Instructions: Read the passage titled *The Swimmer* and answer the questions below.

1.) What did the narrator's parents think was a great idea?

- a.) joining the school swimming team
- b.) taking swimming lessons
- c.) going to the pool
- d.) staying away from the water

2.) What do you think the word **flailed** means in the fourth paragraph?

- a.) splashed water
- b.) moved slowly
- c.) swung in circles
- d.) moved wildly

3.) Which event does the narrator describe first?

- a.) The narrator dove into the pool.
- b.) The narrator decided to go to the birthday party.
- c.) The narrator took swimming lessons.
- d.) The narrator stood at the edge of the pool before a race.

4.) Write a brief summary of the story on the lines below.

Name: _____

Date: _____

5.RL.10

Standards Based Assessment

Score

5.) Why did the narrator decide to dive into the pool at the birthday party?
Support your answer with at least two details from the story.

Instructions: Read the passage titled *The Swimmer* and answer the questions below.

- 1.) What did the narrator's parents think was a great idea?
- a.) joining the school swimming team
 - b.) taking swimming lessons
 - c.) going to the pool
 - d.) staying away from the water
- 2.) What do you think the word **flailed** means in the fourth paragraph?
- a.) splashed water
 - b.) moved slowly
 - c.) swung in circles
 - d.) moved wildly
- 3.) Which event does the narrator describe first?
- a.) The narrator dove into the pool.
 - b.) The narrator decided to go to the birthday party.
 - c.) The narrator took swimming lessons.
 - d.) The narrator stood at the edge of the pool before a race.
- 4.) Write a brief summary of the story on the lines below.

*Answers may vary:

The story begins as the narrator is getting ready for the start of a race at a swim meet. Then the narrator describes how he used to love to play in the water, but never learned to swim. But at a birthday party, the narrator nearly drowned and then became afraid of the water. Eventually, he decided to overcome his fear and take swimming lessons. He became a very good swimmer and made it to the regional swim meet, where the story actually begins.

5.RL.10

Standards Based Assessment

Answer Key

5.) Why did the narrator decide to dive into the pool at the birthday party?
Support your answer with at least two details from the story.

*Answers may vary:

The narrator felt embarrassed because some people had asked him to dive, and everyone else was diving in the pool. He also thought it would be easy to just dive into the pool and swim to the other side.

5th Grade Common Core

Reading Informational Standards

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Standards Based Assessment

5.RI.1

Student Skills/Concepts and Vocabulary for 5.RI.1:

Core Content: Reading Informational: Key Ideas and Details

Standard 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills and/or Concepts for Students

Students should be able to:

- Explain the main ideas (either explicit or inferred) of a text.
- Summarize a text.
- Understand and explain what is directly stated in a text by citing specific details and examples.
- Explain inferences, conclusions, and generalizations by citing appropriate details and examples from a text.
- Determine when it's best to paraphrase vs. quote directly when responding to questions about a text.
- Note evidence produced by an author, make a judgment about the evidence and explain why the evidence provided is weak or strong.
- Use evidence from the text to support your opinions about the text.
- Distinguish between fact and opinion and between important facts and unimportant details.

Name: _____

Date: _____

Standards Based Assessment

5.RI.1

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.2

Student Skills/Concepts and Vocabulary for 5.RI.2:

Core Content: Reading Informational: Key Ideas and Details

Standard 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Skills and/or Concepts for Students

Students should be able to:

- Connect inferred and/or explicitly stated ideas from across texts to determine two or more main ideas.
- Summarize an informational text both orally and in writing.
- Summarize a text in order to find the main idea and supporting information.
- Connect details or information and explain how they develop one or more main ideas.

Name: _____

Date: _____

Standards Based Assessment

5.RI.2

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.3

Student Skills/Concepts and Vocabulary for 5.RI.3:

Core Content: Reading Informational: Key Ideas and Details

Standard 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Skills and/or Concepts for Students

Students should be able to:

- Connect and explain the different types of relationships in a text.
- Understand the use of text features and organizational structures in a text.
- Use information and language from a text to explain the connections between or among events, ideas, or concepts in a text.
- Determine the reasons for interactions between elements of a text (is one thing meant to show contrast to the other, complement it, explain it?).

Name: _____

Date: _____

Standards Based Assessment

5.RI.3

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.4

Student Skills/Concepts and Vocabulary for 5.RI.4:

Core Content: Reading Informational: Key Ideas and Details

Standard 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Skills and/or Concepts for Students

Students should be able to:

- Use context clues to figure out the meaning of an unknown word in a text.
- Use common, grade-appropriate Greek and Latin affixes and roots to find the meaning of a word.
- Consult reference materials to find the pronunciation of a word to clarify its meaning.
- Understand and explain the difference between denotation and connotation of a specific word.

Name: _____

Date: _____

Standards Based Assessment

5.RI.4

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.5

Student Skills/Concepts and Vocabulary for 5.RI.5:

Core Content: Reading Informational: Key Ideas and Details

Standard 5: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Skills and/or Concepts for Students

Students should be able to:

- Understand and explain text features in order to compare and contrast the text structure of two or more texts.
- Determine how a text is organized.
- Explain where the organization of a text changes in a particular passage.
- Compare and contrast the organizational structures in two or more texts.

Name: _____

Date: _____

Standards Based Assessment

5.RI.5

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.6

Student Skills/Concepts and Vocabulary for 5.RI.6:

Core Content: Reading Informational: Craft and Structure

Standard 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Skills and/or Concepts for Students

Students should be able to:

- Compare televised information to magazines, newspapers, and websites, recognizing the differences in presentation among formats.
- Recognize bias and learn about strategies that people use to attempt to mislead their readers and viewers.
- Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.
- Gather evidence from a text in order to compare and contrast two or more accounts of the same event or topic.
- Make judgments about sources they find trustworthy.

Name: _____

Date: _____

Standards Based Assessment

5.RI.6

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.7

Student Skills/Concepts and Vocabulary for 5.RI.7:

Core Content: Reading Informational: Integration of Knowledge and Ideas

Standard 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Skills and/or Concepts for Students

Students should be able to:

- Understand the use of different computer programs and how the programs can be used to help with solving problems.
- Become a responsible media user, and understand which type of media are reliable.
- Begin to make judgments about sources they find trustworthy.
- Understand the relationship between text features and the meaning or purpose of a text.

Name: _____

Date: _____

Standards Based Assessment

5.RI.7

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.8

Student Skills/Concepts and Vocabulary for 5.RI.8:

Core Content: Reading Informational: Integration of Knowledge and Ideas

Standard 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Skills and/or Concepts for Students

Students should be able to:

- Read a wide variety of texts to build background knowledge.
- Check multiple sources before arriving at a conclusion on a subject.
- Explain the relationship between organizational patterns of a text (e.g. how evidence is organized) and how they contribute to the meaning or purpose of a text.

Name: _____

Date: _____

Standards Based Assessment

5.RI.8

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.9

Student Skills/Concepts and Vocabulary for 5.RI.9:

Core Content: Reading Informational: Integration of Knowledge and Ideas

Standard 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Skills and/or Concepts for Students

Students should be able to:

- Synthesize the main points in several texts on a particular topic.
- Synthesize key details in several texts on the same topic.
- Use evidence from informational text to support analysis, reflection, and research.

Name: _____

Date: _____

Standards Based Assessment

5.RI.9

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RI.10

Student Skills/Concepts and Vocabulary for 5.RI.10:

Core Content: Reading Informational: Range of Reading and Level of Text Complexity

Standard 10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Skills and/or Concepts for Students

Students should be able to:

- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects.
- Choose texts from multiple genres, cultures, and historical periods.
- Demonstrate an understanding of complex, informational texts with diverse content, perspective and time periods.

Name: _____

Date: _____

Standards Based Assessment

5.RI.10

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

To be used
with:
5.RI.1

Standards Based Assessment

Ben Franklin

By: Kristine Nannini

Some people might know Benjamin Franklin best for his clever quotes and humorous writings, like *Poor Richard's Almanac*. But others might know him best as one of the founding fathers of the United States of America and a signer of the Declaration of Independence. Then again, some people may think he is most popular for his famous kite experiment that helped to prove that lightning is a form of electricity. These are some of the things that Ben Franklin is known for, but a detailed list of his accomplishments would be much longer.

Writing was one of Ben Franklin's early careers. He secretly published his first articles under a different name, or pseudonym. Before he was 30, Ben Franklin had started his own newspaper. In 1733, he created his most famous writing, *Poor Richard's Almanac*. The almanac became popular for clever proverbs, which gave readers funny yet important advice. One quote from *Poor Richard's Almanac* is, "Three men may keep a secret, if two of them are dead." Another more serious quote from the almanac read, "Any society that will give up a little liberty for a little security will deserve neither and lose both."

Ben Franklin was born a British citizen, but he became a patriot who fought to convince others that the American colonies should become independent from British rule. In fact, he was part of a small committee selected to write the Declaration of Independence with Thomas Jefferson. Ben Franklin was also the oldest person to sign the Declaration of Independence.

Then there was Ben Franklin the scientist. Electricity was a new idea in the 18th century, and Ben Franklin was amazed by it. He had an idea that lightning was a form of natural electricity, and he set out to prove it. He flew a kite high in a thunderstorm, hoping to attract a lightning strike. When lightning did strike the kite, he stored some of the electricity in a device called a Leyden jar. When the Leyden jar became electrified, Ben Franklin knew the electricity had to have come from the lightning.

A complete list of Ben Franklin's skills and accomplishments would span many pages. He was known as a great writer, a skilled publisher, a dedicated patriot, and a bright scientist. He was a man of many talents and an expert in several fields. For those reasons, Ben Franklin is a name that will forever be connected to many modern and historical marvels!

Name: _____

Date: _____

5.RI.1

Standards Based Assessment

Score

Instructions: Read the passage titled *Ben Franklin* and answer the questions below.

1.) What can you infer about Ben Franklin from the selection?

- a.) Ben Franklin only had one interest at a time.
- b.) Ben Franklin did not pay attention to details.
- c.) Ben Franklin was boring.
- d.) Ben Franklin was very curious.

2.) Which statement is true about Ben Franklin's writing?

- a.) He sometimes kept his identity a secret.
- b.) He only wrote serious articles.
- c.) He always used his real name when he wrote.
- d.) He wrote the Declaration of Independence by himself.

3.) Which sentence supports the statement that Ben Franklin was a dedicated patriot?

- a.) He was an expert in many fields.
- b.) He knew Thomas Jefferson.
- c.) He signed the Declaration of Independence.
- d.) He was born a British citizen.

Name: _____

Date: _____

5.RI.1

Standards Based Assessment

Score

4.) Accurately quote and explain Ben Franklin's advice about keeping a secret.

5.) Accurately quote and explain what Ben Franklin wrote about liberty.

Instructions: Read the passage titled *Ben Franklin* and answer the questions below.

1.) What can you infer about Ben Franklin from the selection?

- a.) Ben Franklin only had one interest at a time.
- b.) Ben Franklin did not pay attention to details.
- c.) Ben Franklin was boring.
- d.) Ben Franklin was very curious.

2.) Which statement is true about Ben Franklin's writing?

- a.) He sometimes kept his identity a secret.
- b.) He only wrote serious articles.
- c.) He always used his real name when he wrote.
- d.) He wrote the Declaration of Independence by himself.

3.) Which sentence supports the statement that Ben Franklin was a dedicated patriot?

- a.) He was an expert in many fields.
- b.) He knew Thomas Jefferson.
- c.) He signed the Declaration of Independence.
- d.) He was born a British citizen.

5.RI.1

Standards Based Assessment

Answer Key

4.) Accurately quote and explain Ben Franklin's advice about keeping a secret.

*Answers may vary. Example:

Ben Franklin wrote, "Three men may keep a secret, if two of them are dead." This means that people are not very good at keeping secrets. He is actually saying that it is impossible for anyone to keep a secret, so that if you have something that you want to keep secret, you just shouldn't tell anyone.

5.) Accurately quote and explain what Ben Franklin wrote about liberty.

*Answers may vary. Example:

When Ben Franklin wrote, "Any society that will give up a little liberty for a little security will deserve neither and lose both." He meant that freedom, or liberty, is very important. If people choose to give up their freedom to have more security, or safety, they will end up losing their freedom and their safety. This is a patriotic quote, since Ben Franklin helped win America's freedom from Britain.

To be used
with:
5.RI.2

Standards Based Assessment

Space Exploration: Benefit or Bust

By: Kristine Nannini

Astronomers study outer space. Of course they believe that space exploration is important, but not everyone shares that opinion. Space exploration is very expensive. With all the problems on Earth, some people think it's unreasonable to spend so much money to send spaceships and robots to places that people have never even visited. Astronomers, of course, think the benefits of space exploration far outweigh the costs. They even argue that exploring space can provide solutions to some of our problems here on Earth.

Astronomers and other space exploration supporters argue that several useful and important Earth technologies were actually discovered or developed in space. Portable water filters are one common tool that were first used by astronauts. NASA needed a method to safely clean water in space. The charcoal filters they developed to clean water on spaceships or space stations are the same type that can be found today in water bottles or attached to many kitchen faucets.

NASA claims that many other technologies have been developed as a result of space science. Rocket nozzle technology has been changed to improve fire hose performance. This can protect firefighters by allowing them to put out fires more quickly. In transportation, the current way of controlling aircraft by electronics was changed from technology that was used on the Apollo missions, which sent Americans to the Moon.

Astronomers also claim that space exploration might just save the planet from total destruction. In February of 2013, a large meteor exploded over Russia, sending shockwaves through the air that shook buildings, broke windows, and injured over 1,000 people. The next day, a large asteroid passed within 17,000 miles of the Earth's surface, closer than the orbits of many man-made satellites. A huge meteor or asteroid impact could destroy the Earth, and many scientists say that this will eventually happen. They say that space exploration is the only way to develop and test meteor protection systems that could redirect a meteor or asteroid on a crash course for Earth. People who disagree with space exploration say that the chance of a tragic meteor strike is very low, or that no technology would be able to change the course of a huge mountain of metal and rock coming towards the Earth at thousands of miles per hour.

continued on the next page...

To be used
with:
5.RI.2

Standards Based Assessment

Space Exploration: Benefit or Bust

By: Kristine Nannini

Space exploration is expensive, and there are plenty of problems and issues here on Earth that could use the money instead. There's no doubt that space exploration has provided benefits for mankind across the globe, but are the benefits worth the cost? Many wonder if science could really save the Earth from giant meteors or if there is even any danger from giant meteors at all. The only thing about the argument that is clear is that it won't be settled any time soon.

Name: _____

Date: _____

5.RI.2

Standards Based Assessment

Score

Instructions: Read the passage titled *Space Exploration: Benefit or Bust* and answer the questions below.

1.) **Main Idea:** Space exploration has led to several inventions that we use today. Which of the following key details does not support the main idea above?

- a.) Space exploration is needed to test meteor protection systems.
- b.) Space exploration led to advances in electronic aircraft controls.
- c.) We use portable water filters which solved a problem faced by astronauts.
- d.) Rocket nozzle technology on spacecrafts helped us make safer fire hoses.

2.) According to the text, why do some people oppose space exploration?

- a.) Space exploration has not created any useful technology.
- b.) Space exploration is too expensive.
- c.) Space exploration can't solve any problems.
- d.) Inventions created in space could have been created on Earth.

3.) What key details from the text do astronomers use to support the main idea that the benefits of space exploration outweigh the cost?

Name: _____

Date: _____

5.RI.2

Standards Based Assessment

Score

4.) Reread the fourth paragraph. Which of the following best describes the main idea of the fourth paragraph?

- a.) A large meteor that exploded over Russia caused severe damage and death.
- b.) Space exploration is needed to test technology that could protect the Earth from meteors and asteroids.
- c.) A large meteor or asteroid could destroy the Earth.
- d.) It has not been proven that technology can stop an asteroid.

5.) Write a short summary of the selection. Include information about how astronomers feel about space exploration and why they feel that way. Also include information about why some people oppose spending money on space travel.

Instructions: Read the passage titled *Space Exploration: Benefit or Bust* and answer the questions below.

1.) **Main Idea:** Space exploration has led to several inventions that we use today. Which of the following key details does not support the main idea above?

- a.) Space exploration is needed to test meteor protection systems.
- b.) Space exploration led to advances in electronic aircraft controls.
- c.) We use portable water filters which solved a problem faced by astronauts.
- d.) Rocket nozzle technology on spacecrafts helped us make safer fire hoses.

2.) According to the text, why do some people oppose space exploration?

- a.) Space exploration has not created any useful technology.
- b.) Space exploration is too expensive.
- c.) Space exploration can't solve any problems.
- d.) Inventions created in space could have been created on Earth.

3.) What key details from the text do astronomers use to support the main idea that the benefits of space exploration outweigh the cost?

*Answers may vary. Example:

Astronomers argue that the benefits of space exploration outweigh the costs by using two main points. First, they argue that space exploration has led to many inventions and technological advances. The key details that support this point are the development of charcoal water filters, electronic flight controls for airplanes, and more effective fire hoses. Second, they argue that space exploration is necessary to test a specific technology that could protect the Earth. The key details that support this point are that there have been two recent instances of meteors causing damage or coming close to damaging the Earth, and space exploration is the only thing that can prevent things like this from happening.

- 4.) Reread the fourth paragraph. Which of the following best describes the main idea of the fourth paragraph?
- a.) A large meteor that exploded over Russia caused severe damage and death.
 - b.) Space exploration is needed to test technology that could protect the Earth from meteors and asteroids.
 - c.) A large meteor or asteroid could destroy the Earth.
 - d.) It has not been proven that technology can stop an asteroid.
- 5.) Write a short summary of the text. Include information about how astronomers feel about space exploration and why they feel that way. Also include information about why some people oppose spending money on space travel.

*Answers may vary. Example:

The text begins by describing two opposing viewpoints regarding space exploration. Astronomers support space exploration, but others think it is too expensive. Astronomers provide arguments that space exploration has led to important technologies like portable water filters, better fire hoses, and modern aircraft control systems. They also think that technology to protect the Earth from giant meteors can be developed through space exploration and experimentation. On the other hand, opponents say the risk from large meteors is very low and that it would be impossible to change a meteor's course.

To be used
with:
5.RI.3

Standards Based Assessment

From World War I to World War II

By: Kristine Nannini

World War I was a large war that claimed the lives of millions of people and was fought by many countries. Great Britain, the United States, Russia, and several other countries were called the Allies. The Allies were fighting against the Central Powers, which included Germany, who was the antagonist that started the war. After four years of fighting, the Allies eventually won the war and punished Germany for the destruction they caused. They hoped that punishing Germany would stop them from ever attacking again. Of course, that wasn't true because Germany started World War II less than 30 years later. Many historians believe that Germany's punishment after World War I was a major factor that led to World War II.

After Germany had lost World War I, the Allies punished them by taking away much of their land and forcing them to pay hefty fines. This punishment took its toll on Germany. As a result of the fines, the German economy was poor, and people could not afford to pay for everyday items. Also, the poor economy caused many people to lose their jobs. The German people could not afford to live and were very angry with their situation. Many German citizens were anxious for a new leader than could give them hope.

Just as the German situation seemed hopeless, a new politician became popular in Germany. He promised to make Germany powerful and prosperous again. This new leader, Adolf Hitler, gained popularity and became Germany's dictator. Under his leadership, the country began to prosper. There were more jobs, and people could afford to buy things and live a better life. Hitler seemed to be fulfilling his promises to the German people, and no one questioned his power or decisions.

As time went on, Hitler wasn't satisfied with Germany just being a successful country. He wanted Germany to be the most powerful nation in the world. He wanted to conquer Europe. He also had extreme ideas about which kind of people should live in Germany. His search for power led him to invade defenseless countries. These invasions led to World War II, a battle that involved many countries and resulted in the death of millions of innocent people.

Eventually, Germany was defeated again in World War II but was not punished this time. The victorious Allied forces learned a lesson from the penalties that had been enforced on Germany at the end of World War I. This time, the United States and other countries helped to rebuild Germany and make them strong again. By helping them, the Allies hoped that Germany would not be taken over again by a power-hungry dictator. Today, Germany is an important ally to the United States and one of the most prosperous countries in Europe.

Name: _____

Date: _____

5.RI.3

Standards Based Assessment

Score

Instructions: Read the passage titled *From World War I to World War II* and answer the questions below.

- 1.) Which of these is a factor mentioned in the text that played a part in Hitler's rise to power?
 - a.) hatred for Americans
 - b.) his invasion of weaker countries
 - c.) the German economy was struggling
 - d.) German deaths in World War I

- 2.) Which word best describes how the Allies treated Germany after World War I?
 - a.) penalize
 - b.) sympathy
 - c.) assistance
 - d.) rebuilding

- 3.) According to the text, which of the following is NOT a similarity that World War I and World War II share?
 - a.) They both claimed the lives of millions of people.
 - b.) Both wars were fought between several countries.
 - c.) Germany was an antagonist in both wars.
 - d.) The United States worked to help Germany recover after both wars.

Name: _____

Date: _____

5.RI.3

Standards Based Assessment

Score

4.) How did the end of World War I lead to the beginning of World War II? Support your answer with details from the text.

5.) Why did the Allies treat Germany differently after World War II than they had after World War I? Support your answer with details from the text.

Instructions: Read the passage titled *From World War I to World War II* and answer the questions below.

- 1.) Which of these is a factor mentioned in the text that played a part in Hitler's rise to power?
 - a.) hatred for Americans
 - b.) his invasion of weaker countries
 - c.) the German economy was struggling
 - d.) German deaths in World War I

- 2.) Which word best describes how the Allies treated Germany after World War I?
 - a.) penalize
 - b.) sympathy
 - c.) assistance
 - d.) rebuilding

- 3.) According to the text, which of the following is NOT a similarity that World War I and World War II share?
 - a.) They both claimed the lives of millions of people.
 - b.) Both wars were fought between several countries.
 - c.) Germany was an antagonist in both wars.
 - d.) The United States worked to help Germany recover after both wars.

5.RI.3

Standards Based Assessment

Answer Key

4.) How did the end of World War I lead to the beginning of World War II? Support your answer with details from the text.

*Answers may vary. Example:

The end of World War I led to World War II by creating a very bad economy in Germany. The Allies that won World War I forced Germany to pay fines after the war. This led to problems in Germany's economy. There were no jobs and people could not afford things that they needed. The German people were very desperate for someone to help them, and Adolf Hitler promised to provide that help by making Germany powerful and prosperous again. They believed Adolf Hitler, especially when Germany's financial situation improved under his rule.

5.) Why did the Allies treat Germany differently after World War II than they had after World War I? Support your answer with details from the text.

*Answers may vary. Example:

The Allies treated Germany differently at the end of World War II than they had at the end of World War I because they didn't want to repeat the same situation that led to World War II. Germany had to pay huge fines after World War I. This hurt its economy so much that the people allowed a hateful, power-hungry dictator to take control of Germany. When Hitler had complete control of Germany, he invaded defenseless countries and murdered innocent people. The Allied forces did not want a similar thing to happen again.

To be used
with:
5.RI.4

Standards Based Assessment

Water Cycle

By: Kristine Nannini

Water may be the most important resource on the planet. Nothing can live without it. But since every organism on Earth uses water, how can we keep it from being used up completely? Well, water conservation is important, but nature also has a built-in conservation method: the water cycle. Through the water cycle, the water we use gets recycled and reused over and over again. Unfortunately, throughout the water cycle, there are many opportunities for the water to become contaminated by pollutants.

Water can exist in all three states of matter. The water cycle relies on two of these states though it can use all three. Most of the water we see is in a liquid state. Puddles on the ground, rivers, and lakes are all liquid water. As the temperature rises, the water evaporates. The gaseous water vapor rises up to the clouds where it cools and condenses back into liquid. The clouds in the sky are formed from that condensed water vapor. They are made up of countless tiny water droplets. As more water evaporates into the clouds, droplets stick to each other and become bigger and heavier. Eventually, gravity pulls the heavy droplets down as rain. The liquid water on the ground is ready to evaporate back into the sky to continue the water cycle.

This is a very simple explanation of the water cycle, but liquid water is not always above ground in lakes and rivers. Water on permeable ground will seep into the Earth. The water that is absorbed into the ground at a recharge area ends up in an aquifer underground, where rocks are spongy enough to allow water to flow through them. Water in the aquifer ends up in wells or can come to the surface at a natural spring, river, or lake. Then it's ready for the sun to heat it and send it up into the sky as vapor.

This cycle is important to keeping our water supply, but it can also contaminate or pollute the water supply. The recharge area is one place where pollutants can enter with water. Water is absorbed into the ground in a recharge area, but anything else on or in the ground will also mix with the water and seep into the aquifer. Recharge areas can get contaminated by any chemicals or substances on the ground, such as fuel, oil, or pesticides.

It might be hard to believe, but pollutants in the air can also cause contamination in the water. Chemicals from power plants, factories, and cars are just a couple of sources of air pollution. These chemicals rise into the air, and when it rains, they can mix with the water. The result is acid rain. Acid rain can be dangerous to people, plants, and wildlife.

Life could not exist without the water cycle. It allows us to use one of the planet's most valuable resources, but it also puts our water in danger of being polluted. That's why people must work hard to keep harmful and dangerous chemicals off the ground and out of the sky.

Name: _____

Date: _____

5.RI.4

Standards Based Assessment

Score

Instructions: Read the passage titled *Water Cycle* and answer the questions below.

- 1.) What is an aquifer, and how does pollution occur there? Support your answer with details from the text.

- 2.) Where does water go directly from a recharge area?

- a.) up to the sky
- b.) underground
- c.) into wells
- d.) into lakes

- 3.) Using clues from the text, what does the word **permeable** mean?

- a.) allowing things to pass through
- b.) solid and sturdy
- c.) able to evaporate
- d.) easily polluted

Name: _____

Date: _____

5.RI.4

Standards Based Assessment

Score

- 4.) What root word from the selection does the word **evaporation** come from?
Based on the clues from the text, what does the word **evaporation** mean?

- 5.) Using clues from the text, which word below is closest to a synonym for the word **contamination**?

- a.) vulnerable
- b.) dangerous
- c.) pollution
- d.) recharge

Instructions: Read the passage titled *Water Cycle* and answer the questions below.

1.) What is an aquifer, and how does pollution occur there? Support your answer with details from the text.

*Answers may vary. Example:

An aquifer is an underground water supply where water can travel through spongy rocks. Water absorbs into a recharge area and seeps down into the aquifer. But there may be chemicals or pollutants covering the recharge area. If there are, these chemicals and pollutants also get into the aquifer.

2.) Where does water go directly from a recharge area?

- a.) up to the sky
- b.) underground
- c.) into wells
- d.) into lakes

3.) Using clues from the text, what does the word **permeable** mean?

- a.) allowing things to pass through
- b.) solid and sturdy
- c.) able to evaporate
- d.) easily polluted

5.RI.4

Standards Based Assessment

Answer Key

- 4.) What root word from the selection does the word **evaporation** come from?
Based on the clues from the text, what does the word **evaporation** mean?

*Answers may vary. Example:

Evaporation comes from the word vapor, since vapor is water's gaseous form. Evaporation is the process that turns liquid water into a gas. Vapor is also found in the word evaporate.

- 5.) Using clues from the text, which word below is closest to a synonym for the word **contamination**?

- a.) vulnerable
- b.) dangerous
- c.) pollution
- d.) recharge

To be used
with:
5.RI.5

Standards Based Assessment

Army and Air Force Missions

By: Kristine Nannini

The United States Army and the United States Air Force are important to national defense and protection. They often work together, and the Air Force actually used to be a part of the Army. Today, the Army and Air Force are two separate military branches with similar, but different goals or missions.

The Army's mission is "to fight and win our nation's wars by providing prompt, sustained land dominance..." This is part of the Army's official mission statement. The Army's main job is to fight wars on land. They use soldiers, weapons, and other tools, like tanks. The Army also uses aircrafts to support its ground troops. Most Army aircrafts are helicopters, but they also use some airplanes.

There are some important differences between the Air Force's mission and the Army's mission. The Air Force's official mission statement is "to fly, fight, and win... in air, space, and cyberspace." The first part of the Air Force's mission is to fly. The Air Force uses a variety of different aircrafts for this purpose. But their mission also involves cyberspace, or the Internet. Advanced computer systems help with this part of the mission.

The Army and the Air Force both provide combat support in wartime. The Army fights land battles, while the Air Force attacks from the air. They both protect our country's freedom with different tools, but they work together and even share many military bases. Their missions have changed over time, but they will, no doubt, always work together to defend the United States.

To be used
with:
5.RI.5

Standards Based Assessment

The Birth of the Air Force

By: Kristine Nannini

The Air Force is an important branch of the United States military. Unlike the Army and the Navy, the Air Force is fairly new. The Army and the Navy of the United States were both created in the 1700s. The Army and Navy have been around for centuries, all across the globe. Before this time, there was no need for an Air Force since airplanes weren't invented until the early 20th century.

Before the Army flew its first plane in 1909, it had been training soldiers to fly in balloons. However, over time, those proved to be ineffective. Eventually, the balloons were replaced by airplanes, which proved to be important in World War I. With the advancement of airplanes, the Army created the Army Air Corps in 1926 to support Army ground troops. The Army Air Corps was renamed the Army Air Force in the 1940s, but it was still designed only to support Army ground troops.

Air battles played a huge part in World War II, and not just to support ground troops. The United States saw that airplanes could be very important in battle. In 1947, the Air Force was created as a new and separate military branch. Today, the Army and Air Force have separate missions, though they work together, share military bases, and remember their close ties.

Name: _____

Date: _____

5.RI.5

Standards Based Assessment

Score

Instructions: Read the passages titled *Army and Air Force Missions* and *The Birth of the Air Force* and answer the questions below.

1.) The passage titled *The Birth of the Air Force* describes steps that created the Air Force in the order that they occurred. This gives the text a _____ structure.

- a.) chronological
- b.) cause and effect
- c.) narrative
- d.) compare and contrast

2.) The goal of *Army and Air Force Missions* is to:

- a.) provide chronological history of Army missions.
- b.) provide a chronological history of Army and Air Force missions.
- c.) compare and contrast Army and Air Force missions.
- d.) provide a narrative of Army and Air Force missions.

3.) The text structures of *Army and Air Force Missions* and *The Birth of the Air Force* are:

- a.) similar because the goal of each text is to compare and contrast two branches of the military.
- b.) similar because the goal of each text is to provide a chronological account about how each branch was formed.
- c.) different because the goal of one text is to compare and contrast two branches of the military, and the goal of the other text is to give a chronological history of one branch of the military.
- d.) different because the goal of one text is to compare and contrast two branches of the military, and the goal of the other text is to give the cause and effect of one branch of the military's mission.

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Standards Based Assessment

Score

- 4.) According to the passage *Army and Air Force Missions*, how are the missions of the Army and Air Force similar? How are they different? Support your answer with information from the text.

- 5.) What are the text structures of *Army and Air Force Missions* and *The Birth of the Air Force*? Explain why the passages are structured this way.

Instructions: Read the passages titled *Army and Air Force Missions* and *The Birth of the Air Force* and answer the questions below.

- 1.) The passage titled *The Birth of the Air Force* describes steps that created the Air Force in the order that they occurred. This gives the text a _____ structure.
- a.) **chronological**
 - b.) cause and effect
 - c.) narrative
 - d.) compare and contrast
- 2.) The goal of *Army and Air Force Missions* is to:
- a.) provide chronological history of Army missions.
 - b.) provide a chronological history of Army and Air Force missions.
 - c.) **compare and contrast Army and Air Force missions.**
 - d.) provide a narrative of Army and Air Force missions.
- 3.) The text structures of *Army and Air Force Missions* and *The Birth of the Air Force* are:
- a.) similar because the goal of each text is to compare and contrast two branches of the military.
 - b.) similar because the goal of each text is to provide a chronological account about how each branch was formed.
 - c.) **different because the goal of one text is to compare and contrast two branches of the military, and the goal of the other text is to give a chronological history of one branch of the military.**
 - d.) different because the goal of one text is to compare and contrast two branches of the military, and the goal of the other text is to give the cause and effect of one branch of the military's mission.

4.) According to the passage *Army and Air Force Missions*, how are the missions of the Army and Air Force similar? How are they different? Support your answer with information from the text.

*Answers may vary. Example:

According to the passage, fighting and winning are both parts of the missions of the Army and the Air Force. This probably means they both have wartime missions. But the Army's mission is to win wars by achieving land dominance, while the Air Force's mission is to fly and win. This information comes from the official Army and Air Force Mission statements that are cited in the passages.

5.) What are the text structures of *Army and Air Force Missions* and *The Birth of the Air Force*? Explain why the passages are structured this way.

*Answers may vary. Example:

Army and Air Force Missions uses a compare and contrast strategy. It is structured this way because the purpose of this passage is to show the similarities and differences between the Army and Air Force missions. It is easier to compare and contrast these two branches of the military when the text is structured in this way. *The Birth of the Air Force* is written in chronological order. It is structured this way because it follows the events that led to the creation of the Air Force. It's easier to follow events if they are written in order.

To be used
with:
5.RI.6

Standards Based Assessment

Two Sides of the Boston Massacre

By: Kristine Nannini

The Facts

The Boston Massacre is an important part of American history. It is one of the major events that led to the American Revolution. It might be hard for some people to believe, but even though The Boston Massacre is one of the most well-known and important events of colonial times, historians really don't know exactly what happened.

What historians do know is that there was an argument between American colonists and British soldiers on March 5, 1770. A mob of Patriots yelled and threw snowballs at the British soldiers, and the soldiers fired guns into the crowd. Five colonists were killed. These are historical facts, but the rest of the information we know about The Boston Massacre comes from two very different perspectives or points of view.

The Patriot View

Colonists' explanations of The Boston Massacre are different, but most versions of the event describe unruly British soldiers pushing through a crowd of colonists that eventually provoked or caused the violence that occurred. The colonists were already unhappy that British soldiers were in Boston, and they became angrier as the soldiers pushed and shoved through the crowd with their dangerous bayonets. Some colonists began to throw snowballs and shout insults at the soldiers. After being attacked by only snowballs and unkind words, the leading officer gave the order to fire. The soldiers followed their orders and shot their muskets into the unarmed crowd, killing five innocent people.

The British View

According to the leader of the British troops, Captain Preston, the events happened somewhat differently. His soldiers gathered near the local customs house to protect the king's gold, which he thought the colonists might steal. As more soldiers arrived, the mob became angrier and violent. They threw snowballs, sticks, and rocks at the soldiers. One man struck the captain with a stick so hard, the officer thought he might have been killed if he had been hit in the head. As Captain Preston urged the crowd to calm down, they only became more violent. The mob of around 100 men closed in around the small group of soldiers, dangerously outnumbering them. Someone in the crowd yelled, "Fire!" The soldiers heard the order and began to shoot. Captain Preston got control of his soldiers and ordered a cease fire or stop. When he asked why they had begun to fire their muskets, the soldiers said that they heard someone call the order to fire, and they had thought it was Captain Preston. After the chaos, five American colonists were dead.

continued on the next page...

To be used
with:
5.RI.6

Standards Based Assessment

Two Sides of the Boston Massacre

By: Kristine Nannini

Putting It Together

Knowing what happened in the past is not always easy. Everyone that witnesses an event has a different view or idea of what happened, so one person's description of an event might not match someone else's description of that same event. There are also other reasons that historical events can be described in different ways. But no matter what people think happened on a cold March evening in 1770, it will always remain a part of American history.

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Date: _____

5.RI.6

Standards Based Assessment

Score

Instructions: Read the passage titled *Two Sides of The Boston Massacre* and answer the questions below.

- 1.) Which of the following is true about the viewpoints of the British soldiers and American colonists?
- a.) They both agree that a mob of American colonists were surrounding the British soldiers.
 - b.) They both agree that sticks and rocks were bring thrown at the British soldiers.
 - c.) They disagree that the American colonists became angry.
 - d.) They both agree that the event led to the death of five American colonists.
- 2.) If there are different accounts of what happened, how can historians agree on which events and descriptions are actually facts about the Boston Massacre?

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Score

3.) Who did the colonists think gave the order for the British soldiers to fire?

- a.) the soldiers' commanding officer
- b.) one of the soldiers
- c.) an angry colonist
- d.) no one

4.) The British soldiers would most strongly agree with which statement?

- a.) The crowd was only throwing snowballs and shouting insults.
- b.) The British soldiers were not under any threat.
- c.) Someone in the crowd yelled for the troops to fire.
- d.) The mob was becoming very violent.

5.) Everyone's point of view is a little different, but what reasons would the American colonists and British soldiers have for exaggerating or even lying about what actually happened during the Boston Massacre?

Instructions: Read the passage titled *Two Sides of The Boston Massacre* and answer the questions below.

- 1.) Which of the following is true about the viewpoints of the British soldiers and American colonists?
- a.) They both agree that a mob of American colonists were surrounding the British soldiers.
 - b.) They both agree that sticks and rocks were being thrown at the British soldiers.
 - c.) They disagree that the American colonists became angry.
 - d.) They both agree that the event led to the death of five American colonists.
- 2.) If there are different accounts of what happened, how can historians agree on which events and descriptions are actually facts about the Boston Massacre?

*Answers may vary. Example:

Even though the colonists and soldiers provide different descriptions of the Boston Massacre, some details are present in both the soldiers' and the colonists' accounts. For example, both the soldiers and colonists say that the crowd insulted the soldiers and threw snowballs at them. Another thing that both accounts have in common is that they both agree that the soldiers shot and killed five people.

3.) Who did the colonists think gave the order for the British soldiers to fire?

- a.) the soldiers' commanding officer
- b.) one of the soldiers
- c.) an angry colonist
- d.) no one

4.) The British soldiers would most strongly agree with which statement?

- a.) The crowd was only throwing snowballs and shouting insults.
- b.) The British soldiers were not under any threat.
- c.) Someone in the crowd yelled for the troops to fire.
- d.) The mob was becoming very violent.

5.) Everyone's point of view is a little different, but what reasons would the American colonists and British soldiers have for exaggerating or even lying about what actually happened during the Boston Massacre?

*Answers may vary. Example:

One reason the American colonists had to exaggerate or even lie about what happened was because they were angry about the presence of British soldiers. Their version of the Boston Massacre described the British soldiers as dangerous and out of control. On the other hand, some of the British soldiers were tried for murder. If the court felt the soldiers were truly threatened by a violent mob, the court might find them to be innocent. This gave the soldiers incentive to tell a version of events that justified their actions, even if that version was inaccurate.

To be used
with:
5.RI.7

Standards Based Assessment

Copernicus

By: Kristine Nannini

We all know that the Earth orbits around the Sun. In fact, seven other planets and many other objects also orbit around the Sun. However, this was not always believed to be true. For several centuries, people thought that the Earth was the center of the solar system. Most people believed that the Earth was actually at the center of the entire universe, and everything orbited around the earth.

Nicolaus Copernicus was one of a few early scientists who believed in a heliocentric solar system, or that all the planets revolved around the Sun, not the Earth. Other scientists had ideas like this, but when Copernicus published his ideas in a book in 1543, regular people, and even many scientists, thought the idea of the Sun being the center of the solar system was crazy. They stuck to the idea of a geocentric system, with the Earth at the center.

Scientists eventually agreed with Copernicus and his model of the solar system. Now, everyone knows that the solar system is heliocentric, even if they don't know what the word means.

To be used
with:
5.RI.7

Standards Based Assessment

Galileo

By: Kristine Nannini

Galileo Galilei was one of history's most important scientists. He made major improvements to the telescope which allowed him to discover some of Jupiter's moons. Many other scientists did not believe his discoveries.

Galileo's observations led him to conclude something about the Earth that most people did not agree with. While he didn't believe it himself at first, Galileo began to agree with Nicolaus Copernicus's model of the solar system. Copernicus published a book describing how the Sun was at the center of the solar system, not the Earth, as most people believed in the 16th century. However, the book was not published until Copernicus died.

Many scientists did not agree with Galileo, and his ideas eventually caused important people in the scientific community to be at odds with him. Eventually, as people gained more understanding of the Earth, stars, and other planets, they proved that Copernicus and Galileo were right. Today, they are noted as two of the most important astronomers in history.

To be used
with:
5.RI.7

Standards Based Assessment

Einstein

By: Kristine Nannini

Albert Einstein is probably the most famous scientist ever to live. As a child, he became fascinated by math and science. His interest in these fields, curious mind, and intelligence led him to some of the most important scientific theories in history.

Einstein went to a Swiss University and then worked at the Swiss patent or invention office. Evaluating scientific inventions was simple work for Einstein. He was left with plenty of time to come up with theories or ideas about how matter and energy worked. Gravity and light were two things that especially fascinated Einstein.

During his time at the invention office, he developed many life-changing theories. $E=MC^2$ is, by far, the most famous theory. E, in the equation, stands for energy, while M represents the amount of mass in an object. C stands for the speed of light, which travels at a blazing 186 thousand miles per second, and that speed has to be squared, or multiplied times itself. That number turns out to be a very, very large number. Einstein found that this large number stands for the amount of energy contained in even small amounts of matter.

Many of Einstein's ideas weren't well received when he published them, but many went on to become proven by other scientists in observations and experiments. Finally, in 1921, he won the Nobel Prize in physics for his work. Today, he is still considered to be one of the greatest scientific minds the world has ever known.

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Standards Based Assessment

Score

Instructions: Read the passages titled *Copernicus*, *Galileo*, and *Einstein* and answer the questions below.

- 1.) Suppose you are given the passages *Copernicus*, *Galileo*, and *Einstein* and told to write a research paper. What are some topics that your research paper could be about? Are there any topics you could write about that could use all three passages?

- 2.) Which passage(s) would help someone write a research paper on calculating energy?

- a.) Einstein and Copernicus
- b.) Einstein
- c.) Copernicus
- d.) Einstein, Copernicus, and Galileo

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Score

- 3.) Copernicus and Galileo both believed in a heliocentric solar system. What does this mean? Why was the idea not accepted by many people? Support your answer with information from the passages.

- 4.) Which passage(s) would help someone write a research paper about scientists that had controversial ideas?

- a.) Copernicus and Galileo
- b.) Copernicus, Galileo, and Einstein
- c.) Copernicus and Einstein
- d.) Galileo and Einstein

- 5.) Before Copernicus, what did most people believe was at the center of the universe?

- a.) Jupiter
- b.) the Sun
- c.) the Moon
- d.) the Earth

Instructions: Read the passages titled *Copernicus*, *Galileo*, and *Einstein* and answer the questions below.

- 1.) Suppose you are given the passages *Copernicus*, *Galileo*, and *Einstein* and told to write a research paper. What are some topics that your research paper could be about? Are there any topics you could write about that could use all three passages?

*Answers may vary. Example:

If I were given these passages to write a research paper, I could write about a number of different things. Using *Copernicus* and *Galileo*, I could write about important astronomers, astronomers who believed in controversial ideas, or astronomers who believed the sun was the center of the solar system. Using *Einstein*, I could write about important discoveries about physics and gravity or scientists who won the Nobel Prize. If I were to use all three passages, I could write a research paper about famous scientists, scientists who had controversial ideas, or scientists who developed theories that are still true today.

- 2.) Which passage(s) would help someone write a research paper on calculating energy?
- a.) Einstein and Copernicus
 - b.) Einstein
 - c.) Copernicus
 - d.) Einstein, Copernicus, and Galileo

3.) Copernicus and Galileo both believed in a heliocentric solar system. What does this mean? Why was the idea not accepted by many people? Support your answer with information from the text.

*Answers may vary. Example:

Heliocentric means that the Sun is at the center. Copernicus and Galileo believed that everything in the solar system orbited the Sun. Most people at the time, including scientists, thought that the entire universe orbited the Earth. This was because people believed the Earth was at the center of the solar system for many centuries. This belief was never questioned until scientists, like Copernicus and Galileo, began studying the stars and planets and discovered that it wasn't true.

4.) Which passage(s) would help someone write a research paper about scientists that had controversial ideas?

- a.) Copernicus and Galileo
- b.) Copernicus, Galileo, and Einstein
- c.) Copernicus and Einstein
- d.) Galileo and Einstein

5.) Before Copernicus, what did most people believe was at the center of the universe?

- a.) Jupiter
- b.) the Sun
- c.) the Moon
- d.) the Earth

To be used
with:
5.RI.8

Standards Based Assessment

Saturn V

By: Kristine Nannini

Twelve men have walked on the surface of the Moon, though many more people have traveled in space. The main reason for this is the vast distance between the Earth and the Moon. The Moon is more than 230,000 miles away. It would take a very powerful vehicle to travel that far through space. Only the United States has ever built a vehicle that powerful. It was the Saturn V Rocket.

The Saturn V Rocket still stands as the most powerful rocket ever built. The rocket was divided into three stages, or sections. Its first stage used five F-1 engines to produce almost 8 million pounds of thrust. After the first stage used up its fuel it fell down to Earth. Then, the rocket still had two more stages with their own rocket engines. The rocket's single, third stage engine gave the astronauts a final push toward the Moon.

The Saturn V needed those powerful engines to get all the way to the Moon. The first stage engines sped the entire rocket to about 6,000 miles per hour. After all three stages of the rocket had fired, the rocket reached a maximum speed of 24,000 miles per hour. Traveling that fast, it still took three days to reach the Moon.

Another advantage that the Saturn V had was its size. A rocket that powerful had to be very big. One reason was so that the engines could be powerful, but another reason was that the rocket needed so much fuel. The Saturn V had to be big enough to hold its powerful engines, and carry a crew of astronauts, as well as over 900,000 gallons of liquid fuel.

Not every Saturn V Rocket launched astronauts to the Moon. In 1973, a two-stage version launched Skylab, the first American space station, into orbit around the Earth. The Saturn V Rocket was able to put Skylab into orbit without the third stage. While the Saturn V Rocket was strong enough to travel to the Moon, that wasn't always the mission.

There are certainly more advanced rockets and space vehicles than the Saturn V Rocket, but the Saturn V is still the biggest, most powerful rocket ever launched.

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5.RI.8

Standards Based Assessment

Score

Instructions: Read the passage titled *Saturn V* and answer the questions below.

- 1.) Which is NOT a piece of evidence used to support how powerful the Saturn V was?
 - a.) It was able to reach speeds up to 24,000 miles an hour.
 - b.) It was a single-stage rocket.
 - c.) It was able to send astronauts 230,000 miles away.
 - d.) The engines could carry 900,000 gallons of fuel.

- 2.) Which of the following did the author cite as reasons that very few people have been to the moon? (**Hint:** More than one answer is correct.)
 - a.) The Moon is very far away from the Earth.
 - b.) It takes a very powerful rocket to travel to the moon.
 - c.) Technology does not exist to allow people to travel to the Moon.
 - d.) It takes too much liquid fuel to travel to the Moon very often.

- 3.) According to the author, which of the following is NOT a reason that the Saturn V Rocket needed to be large?
 - a.) The rocket had to be large enough to carry several astronauts.
 - b.) The rocket had to be large enough to carry 900,000 gallons of liquid fuel.
 - c.) The rocket had to be large enough to carry several powerful engines.
 - d.) The rocket had to be large enough to travel to the Moon in three days.

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Standards Based Assessment

Score

4.) What evidence does the author provide to support that the Saturn V was a powerful rocket?

5.) Why would some space missions only use a two-stage version of the Saturn V Rocket? Use evidence from the text to support your answer.

Instructions: Read the passage titled *Saturn V* and answer the questions below.

- 1.) Which is NOT a piece of evidence used to support how powerful the Saturn V was?
 - a.) It was able to reach speeds up to 24,000 miles an hour.
 - b.) It was a single-stage rocket.
 - c.) It was able to send astronauts 230,000 miles away.
 - d.) The engines could carry 900,000 gallons of fuel.

- 2.) Which of the following did the author cite as reasons that very few people have been to the moon? (**Hint:** More than one answer is correct.)
 - a.) The Moon is very far away from the Earth.
 - b.) It takes a very powerful rocket to travel to the moon.
 - c.) Technology does not exist to allow people to travel to the Moon.
 - d.) It takes too much liquid fuel to travel to the Moon very often.

- 3.) According to the author, which of the following is NOT a reason that the Saturn V Rocket needed to be large?
 - a.) The rocket had to be large enough to carry several astronauts.
 - b.) The rocket had to be large enough to carry 900,000 gallons of liquid fuel.
 - c.) The rocket had to be large enough to carry several powerful engines.
 - d.) The rocket had to be large enough to travel to the Moon in three days.

4.) What evidence does the author provide to support that the Saturn V was a powerful rocket?

*Answers may vary. Example:

The author provides several different pieces of evidence to show that the Saturn V Rocket was powerful. The author writes that the rocket has three different stages that launch it far out into space. The first stage uses five F-1 engines and produces 8 million pounds of thrust. These engines propel the rocket to 6,000 miles per hour. By the time the rocket is in stage three, it can propel a spacecraft to the Moon at a speed of 24,000 miles per hour. These facts all support that the Saturn V was a powerful rocket.

5.) Why would some space missions only use a two-stage version of the Saturn V Rocket? Use evidence from the text to support your answer.

*Answers may vary. Example:

Some space missions might only use a two-stage version of the Saturn V Rocket because not all missions are the same. The three-stage version of the Saturn V Rocket had enough power to send astronauts to the Moon. However, this is not the goal of every space mission. The text provides an example of another type of mission that only needed a two-stage version of the Saturn V Rocket. In 1973, there was a mission involving Skylab that needed a Saturn V Rocket. The goal of that mission was to put Skylab into orbit around the Earth, not to send it to the Moon. Therefore, only a two-stage version of the Saturn V Rocket was needed for that mission.

To be used
with:
5.RI.9

Standards Based Assessment

ENIAC the Behemoth

By: Kristine Nannini

You may have a computer at home that tucks neatly under a desk, or a laptop that folds itself into a thin shell. Some people even have touch-screen tablet computers that are even smaller. However, computers weren't always portable. The very first electric computers were massive and could barely fit into a single room. Inventors that worked on the first electric computers in the 1940s probably never imagined how small modern computers could become.

ENIAC is the best known of the early electric behemoths. It was designed to help weapons hit their targets during World War II. The huge computer took almost three years to design and build. When it was ready to be used, World War II had already ended. Its complexity was one reason the computer took so long to build, but its sheer size was another. ENIAC's 30-ton bulk took up an entire basement!

Today's computers are far more powerful than ENIAC, but they are also much smaller. Massive supercomputers do exist today, but most of the computers in the world are tiny compared to ENIAC. The microprocessors that are the heart of most computers can be measured in centimeters. That's a lot different than measuring the size of ENIAC in tens of thousands of square feet. But who knows, maybe in another 60 years, a seven inch tablet computer will seem massive too.

To be used
with:
5.RI.9

Standards Based Assessment

Increasing Computer Speeds

By: Kristine Nannini

Computers have undergone many advances over the years. One of the most impressive improvements is how much faster computers have gotten. While the first personal computers performed calculations thousands of times faster than humans, modern computers are a thousand times faster than that!

IBM changed computing forever when it created some of the first personal computers in the 1980s. Its early computers could complete almost five million individual operations in a second. Some computers today can complete five billion individual operations in that same time, and those aren't even the fastest computers in the world!

Even though most people don't need a computer that performs five billion operations per second, computers are still getting faster. Some computers even have multiple processors that each run at blazing speeds. Nobody knows how fast computers will eventually become, but they're definitely not slowing down!

To be used
with:
5.RI.9

Standards Based Assessment

More Memory

By: Kristine Nannini

When you think of computer memory, you probably imagine microchips and hard drives. Yet, early computers didn't use anything like microchips or hard drives. They were only able to store very basic information using vacuum tubes, which were glass tubes with electronics inside of them. They took up a lot of space, and they didn't hold much information. Of course, computers haven't used vacuum tubes in many years because of improvements in technology. These improvements have led to computers and servers that are able to store more information than ever before.

Unlike those large early computers that used glass tubes, the first personal computers stored information on microchips because they had to be small enough for a person to keep in their home. Some of these first personal computers had about a kilobyte of memory. That might be enough memory to store about thirty pages of text. Today, a modern desktop computer can easily have 100 gigabytes of memory. To get an idea of just how big a difference this is, you have to understand that a single gigabyte is equal to about one million kilobytes! And that's just basic computer memory, or RAM. Hard drives can hold several terabytes of information, and a terabyte is 1,000 gigabytes!

Modern computers also have another way to store information. Internet connections have made it possible to send information anywhere in the world. Some computer users save their information on powerful computers called servers. These servers can store thousands of terabytes and may take up a whole room or even a whole building. The storage size of the servers can be huge, and computer users can get their information from anywhere in the world with an Internet connection.

Computers have come a long way since vacuum tubes. As information has become more complex with sound and video, memory has had to increase. Now, people can store complete movies or even an entire television series on their personal computers. As people continue to use and store information, computer memory will continue to grow. Nobody measures memory in kilobytes anymore. One day, even huge terabytes might become outdated.

Name: _____

Date: _____

5.RI.9

Standards Based Assessment

Score

Instructions: Read the passages titled *ENIAC the Behemoth*, *Increasing Computer Speeds*, and *More Memory* and answer the questions below.

- 1.) According to the passages, which of these is NOT a way that computers have changed?
 - a.) Computers are cheaper.
 - b.) Computers are smaller.
 - c.) Computers are faster.
 - d.) Computers have more memory.

- 2.) Which of the following is a correct comparison between ENIAC and today's personal computers?
 - a.) ENIAC had a microprocessor, and most modern computers use a large processor.
 - b.) ENIAC used multiple processors, and most modern computers use a single processor.
 - c.) ENIAC was massive in size, and most modern computers are portable.
 - d.) ENIAC was able to store tons of data, and most modern computers store less data.

- 3.) Which of the following is a true statement you can make about computer technology based on the information from the passages?
 - a.) As time has gone on, computers have become much larger.
 - b.) Computer servers do not store as much information as a microchip.
 - c.) A vacuum tube is commonly used in personal computers to store information.
 - d.) As computers have become faster, they have also become smaller.

Name: _____

Date: _____

5.RI.9

Standards Based Assessment

Score

- 4.) *More Memory* states that "Nobody measures memory in kilobytes anymore." Why is this true? Support your answer with information from the text.

- 5.) What is a common theme shared by all three passages? Support your answer with details from each passage.

Instructions: Read the passages titled *ENIAC the Behemoth*, *Increasing Computer Speeds*, and *More Memory* and answer the questions below.

- 1.) According to the passages, which of these is NOT a way that computers have changed?
- a.) Computers are cheaper.
 - b.) Computers are smaller.
 - c.) Computers are faster.
 - d.) Computers have more memory.
- 2.) Which of the following is a correct comparison between ENIAC and today's personal computers?
- a.) ENIAC had a microprocessor, and most modern computers use a large processor.
 - b.) ENIAC used multiple processors, and most modern computers use a single processor.
 - c.) ENIAC was massive in size, and most modern computers are portable.
 - d.) ENIAC was able to store tons of data, and most modern computers store less data.
- 3.) Which of the following is a true statement you can make about computer technology based on the information from the passages?
- a.) As time has gone on, computers have become much larger.
 - b.) Computer servers do not store as much information as a microchip.
 - c.) A vacuum tube is commonly used in personal computers to store information.
 - d.) As computers have become faster, they have also become smaller.

5.RI.9

Standards Based Assessment

Answer Key

4.) *More Memory* states that “Nobody measures memory in kilobytes anymore.” Why is this true? Support your answer with information from the text.

*Answers may vary. Example:

People don't measure memory in kilobytes anymore, because computers have much larger memories than they used to have. A kilobyte can store a few pages of text, but modern computers have enough memory to store movies, television shows and other multimedia.

5.) What is a common theme shared by all three passages? Support your answer with details from each passage.

*Answers may vary. Example:

The theme that these passages share is computer advancements. *ENIAC the Behemoth* explains how computers have gotten smaller. *Increasing Computer Speeds* describes how much faster computers have gotten over the years. *More Memory* explains how computer memory has advanced.

To be used
with:
5.RI.10

Standards Based Assessment

Deserts

By: Kristine Nannini

Deserts exist all across the globe. You probably think of sand dunes and cacti when you imagine a desert. Those things are often found in deserts, but not always. One of the most common definitions of a desert is an area that receives less than 25 centimeters of precipitation per year. There are a lot of places that fit this category. Some you might expect and others might surprise you.

The Sahara Desert is probably the most famous desert in the world. It covers over 3 million miles of northern Africa. It is sandy, arid, and hot and fits most people's idea of a typical desert. Like most other deserts, it has many plants and wildlife that have adapted to the arid conditions.

The Gobi Desert is further north than the Sahara and is actually located in Asia. It is well known that the Gobi Desert is well above sea level. Also, due to its location, isn't nearly as hot as the Sahara. In fact, the Gobi Desert is what is known as a cold desert. It gets very little precipitation, and the precipitation it does get may fall as snow.

The hot Sahara Desert may be the most famous desert in the world, but the biggest desert is another cold desert. The biggest desert is the Antarctic Desert, which covers most of the continent of Antarctica. One reason that Antarctica is mostly a desert is that it is so cold. There must be moisture in the clouds to cause rainfall. In Antarctica, it is so cold that the little snow that might fall never heats up to evaporate and return to the clouds. Antarctica may be packed in snow and ice, but that snow and ice has been there for hundreds of thousands of years. When snow falls in Antarctica, it is there to stay.

Not every desert is hot and dry like you might think. While some are scorching hot, with blowing sand dunes that stretch as far as the eye can see, other deserts may be among the coldest places on Earth.

Name: _____

Date: _____

5.RI.10

Standards Based Assessment

Score

Instructions: Read the passage titled *Deserts* and answer the questions below.

1.) Which characteristic is used to determine if a place is a desert?

- a.) the amount of sand in a certain area
- b.) the average yearly temperatures in an area
- c.) the amount of plants and wildlife that are able to survive in an area
- d.) the amount of rainfall or snow that a certain area receives

4.) Explain how most of Antarctica is considered a desert, even though it is covered in ice and frozen snow. Support your answer with information from the text.

Name: _____

Date: _____

5.RI.10

Standards Based Assessment

Score

3.) According to the text, why does Antarctica receive very little precipitation?

- a.) Antarctica receives very little precipitation because the climate has a lot of moisture.
- b.) Antarctica receives very little precipitation because it mostly snows there and doesn't rain at all.
- c.) Antarctica receives very little precipitation because the climate is too cold for evaporation to occur.
- d.) Antarctica receives very little precipitation because the climate can get warm in the summer.

4.) Using clues from the text, what does the word **arid** mean?

- a.) hot
- b.) moist
- c.) dry
- d.) sandy

5.) How is the Gobi Desert similar to the Sahara Desert? How are the two deserts different? Support your answer with information from the text.

Instructions: Read the passage titled *Deserts* and answer the questions below.

- 1.) Which characteristic is used to determine if a place is a desert?
- a.) the amount of sand in a certain area
 - b.) the average yearly temperatures in an area
 - c.) the amount of plants and wildlife that are able to survive in an area
 - d.) the amount of rainfall or snow that a certain area receives
- 2.) Explain how most of Antarctica is considered a desert, even though it is covered in ice and frozen snow. Support your answer with information from the text.

*Answers may vary. Example:

Even though Antarctica is covered in frozen snow and ice, it is a desert because it doesn't get much new snow and ice. A desert receives is a climate that receives less than 25 centimeters of precipitation per year. In most deserts, that precipitation evaporates quickly because it is so hot. Antarctica is too cold for the snow and ice to melt and evaporate, so the snow that falls stays in Antarctica for hundreds of thousands of years.

3.) According to the text, why does Antarctica receive very little precipitation?

- a.) Antarctica receives very little precipitation because the climate has a lot of moisture.
- b.) Antarctica receives very little precipitation because it mostly snows there and doesn't rain at all.
- c.) Antarctica receives very little precipitation because the climate is too cold for evaporation to occur.
- d.) Antarctica receives very little precipitation because the climate can get warm in the summer.

4.) Using clues from the text, what does the word **arid** mean?

- a.) hot
- b.) moist
- c.) dry
- d.) sandy

5.) How is the Gobi Desert similar to the Sahara Desert? How are the two deserts different? Support your answer with information from the text.

*Answers may vary. Example:

Like all deserts, the Gobi and the Sahara get very little precipitation. The deserts do have differences, though. The Gobi Desert is located in Asia, and it is often very cold. The Sahara Desert is located in Africa and never gets as cold as the Gobi Desert.

5th Grade Common Core

Writing Standards Main Standards

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Standards Based Assessment

5.W.1

Student Skills/Concepts and Vocabulary for 5.W.1:

Core Content: Writing: Text Types and Purposes

Standard 1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Use organizational text structures in writing (chronological order, cause and effect, similarity and differences, and posing and answering a question).
- Engage the reader by establishing a context, creating a speaker's voice.
- Include an introduction that orients the reader to the topic or text, and states the point of view of their opinion.
- Use appropriate transition words and phrases to show coherence.
- Provide relevant evidence to support a point of view using logical reasons that are supported by facts and details.
- Exclude irrelevant details and inappropriate information.
- Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.
- Draft the body to argue an opinion or point of view through organization of support.
- Raise the level of language through word choice.
- Include a final statement or section that supports the opinion.

Name: _____

Date: _____

Standards Based Assessment

5.W.1

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.W.1

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.2

Student Skills/Concepts and Vocabulary for 5.W.2:

Core Content: Writing: Text Types and Purposes

Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Use organizational text structures in writing (chronological order, cause and effect, similarity and differences, and posing and answering a question).
- Engage the reader by establishing a context and creating a speaker's voice.
- Include an introduction that orients the reader to the topic, and establishes a main idea or thesis.
- Use appropriate transition words and phrases to show coherence.
- Exclude irrelevant details and inappropriate information.
- Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.
- Draft the body by using a logical organizational pattern of reasons supported by facts and details.
- Raise the level of language through word choice.
- Include a final statement or section that draws inferences or makes generalizations from the information.

Name: _____

Date: _____

Standards Based Assessment

5.W.2

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.W.2

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.3

Student Skills/Concepts and Vocabulary for 5.W.3:

Core Content: Writing: Text Types and Purposes

Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation, introducing a narrator and/or characters, and organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length and format requirements.
- Select and narrow an event in order to organize a plausible sequence of events.
- Engage the reader by establishing a context and creating a speaker's voice.
- Include an introduction that establishes the narrator and/or characters.
- Include an introduction that orients the reader to the setting.
- Include an introduction that anticipates a logical sequence of events.
- Use appropriate transition words and phrases to show coherence.
- Exclude irrelevant details and inappropriate information.
- Draft the body by using an appropriate sequence of events as well as descriptions of characters, setting, and events.
- Apply knowledge of narrative elements including point of view, characters, conflict, plot, setting, rising action, climax, falling action, and resolution.
- Raise the level of language through word choice.
- Include a conclusion that follows naturally from the sequence of events in the narrative.

Name: _____

Date: _____

Standards Based Assessment

5.W.3

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.W.3

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.4

Student Skills/Concepts and Vocabulary for 5.W.4:

Core Content: Writing: Production and Distribution of Writing

Standard 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

Skills and/or Concepts for Students:

-A student must be *at standard* (level 3) in standards 5.W.1, 5.W.2, and 5.W.3 in order to be *at standard* in 5.W.4.

-5.W.4 measures a student's ability to write for various purposes and for different audiences. A student that can do this in the three grade-level-appropriate writing types (Opinion, Informational/Explanatory, and Narrative) is *at standard* for 5.W.4.

Name: _____

Date: _____

Standards Based Assessment

5.W.4

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.5

Student Skills/Concepts and Vocabulary for 5.W.5:

Core Content: Writing: Production and Distribution of Writing

Standard 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *(Editing for conventions should demonstrate command of Language Standards 1–3.)*

Skills and/or Concepts for Students:

Students should be able to:

- Implement prewriting strategies by forming an opinion on a topic in an opinion piece.
- Implement prewriting strategies by generating support that includes facts and details in an opinion piece.
- Implement prewriting strategies by gathering information on a topic in an informational/explanatory piece.
- Implement prewriting strategies by organizing information by paragraphs or sections with topic sentences of main ideas in an informational/explanatory piece.
- Implement prewriting strategies by selecting and narrowing an event or situation in a narrative.
- Implement prewriting strategies by identifying the narrator and/or characters in a narrative.
- Implement prewriting strategies by explaining the problem in a narrative.
- Implement prewriting strategies by organizing a plausible sequence of events in a narrative.
- Revise to ensure a clear statement of opinion supported by ideas and reasons in an opinion piece.
- Revise in order to choose words and phrases that convey ideas appropriately in an opinion piece.
- Revise to ensure a clear statement of the topic in an informational/explanatory piece.
- Revise to ensure clearly conveyed and organized ideas in an informational/explanatory piece.
- Revise in order to choose words and phrases that convey ideas appropriately in an informational/explanatory piece.
- Revise to ensure that the writing is fully developed and logically organized in a narrative writing.
- Edit to correct errors in use of commas to set off introductory passages in an opinion piece, informational/explanatory piece, and a narrative writing.
- Edit to correct sentence fragments and run-ons in an opinion piece, an informational/explanatory piece, and a narrative writing.
- Edit to correct spelling of grade-appropriate words in an opinion piece, an informational/explanatory piece, and a narrative writing.
- Edit to correct verb tense in an opinion piece, an informational/explanatory piece, and a narrative writing.

***See also: Language Standards 1,2, and 3 for the skills and concepts students should be able to do.*

Name: _____

Date: _____

Standards Based Assessment

5.W.5

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.W.5

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.6

Student Skills/Concepts and Vocabulary for 5.W.6:

Core Content: Writing: Production and Distribution of Writing

Standard 6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Skills and/or Concepts for Students:

Students should be able to:

- Use a variety of different reference materials (dictionary, thesaurus, encyclopedia, almanac, etc.).
- Use organizational features of printed text (citations, end notes, bibliographies, appendices) to locate information.
- Use text features (e.g., index, table of contents, guide words, alphabetical/ numerical order) to obtain and organize information and thoughts.
- Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
- Use technology to interact and collaborate with others (email with other classes, blogs, Skype, chat).
- Use technology to enhance learning.
- Use technology to gather information and/or data.
- Type a minimum of two pages in a single sitting.

Name: _____

Date: _____

Standards Based Assessment

5.W.6

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.7

Student Skills/Concepts and Vocabulary for 5.W.7:

Core Content: Writing: Research to Build and Present Knowledge

Standard 7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Skills and/or Concepts for Students:

Students should be able to:

- Follow an inquiry process in order to define a problem and formulate questions about a topic.
- Give credit for works cited.
- Differentiate between a reliable Internet site and an unreliable Internet site.
- Navigate the web and the media center effectively.
- Conduct independent research on a variety of topics.
- Evaluate sources to meet the information need.
- Find data and/or information within a variety of sources.
- Paraphrase when taking notes from a particular source.

Name: _____

Date: _____

Standards Based Assessment

5.W.7

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.8

Student Skills/Concepts and Vocabulary for 5.W.8:

Core Content: Writing: Research to Build and Present Knowledge

Standard 8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Skills and/or Concepts for Students:

Students should be able to:

- Access prior knowledge.
- Use organizational features of printed and electronic text (citations, end notes, bibliographic references, appendices, bulletin boards, data bases, keyword searches, email addresses) to locate information.
- Include researched information in different types of products (compositions, multimedia presentations, graphic organizers, projects, etc.).
- Summarize and paraphrase information.
- Acknowledge information from sources and cited references.
- Paraphrase when taking notes from a particular source.
- Evaluate the quality and accuracy of notes.

Name: _____

Date: _____

Standards Based Assessment

5.W.8

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.9

Student Skills/Concepts and Vocabulary for 5.W.9:

Core Content: Writing: Research to Build and Present Knowledge

Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).
- b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

Skills and/or Concepts for Students:

Students should be able to:

- Make judgments from a text that are descriptive, evaluative, or reflective.
- Compare and contrast two or more characters, settings, or events in a story or drama.
- Apply grade 5 Reading Standards to literary text when writing.
- Demonstrate an understanding of literary work.
- Support judgments with references to the text, other works, authors, non-print media, or references to personal knowledge.
- Draw on specific details from the text.

Name: _____

Date: _____

Standards Based Assessment

5.W.9

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.W.10

Student Skills/Concepts and Vocabulary for 5.W.10:

Core Content: Writing: Range of Writing

Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Maintain a routine writing practice, both within the classroom and independently.
- Write texts at an appropriate length in order to address the topic or tell the story.

Name: _____

Date: _____

Standards Based Assessment

5.W.10

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Dear Teachers,

Due to the complexity of standards 5.W.1, 5.W.2, and 5.W.3, I have provided you with two different versions of assessments for these standards. You can assess your students on the main standard (5.W.1, 5.W.2, 5.W.3), and you can also assess your students on the substandards (5.W.1a, 5.W.1b, 5.W.1c, etc.) See below for more detail on standards 1 through 3.

Main Writing Standards:

Include: 5.W.1, 5.W.2, 5.W.3

To assess the main standard as a whole, I have provided a **Continuum Answer Key** for each writing prompt. The **Continuum Answer Keys** range from level 4 through level 1 in order for you to compare each student's work to these papers and assign a grade/level. In order to use these assessments with the **Student Data Tracking Binder**, grade your students' completed work with a level 4, 3, 2, or 1 and have them graph these results (I have added these graphs to the **Student Data Tracking Binder**). Or grade your students' completed work with a level 4, 3, 2, or 1 and assign a percentage to each level:

Percentages:

Level 4: 100%-90%

Level 3: 89%- 80%

Level 2: 79%- 70%

Level 1: 69% or lower

Lastly, if you would like to accurately figure a percent and not use the above levels, you can use the rubrics provided to figure out a percentage. See each individual assessment for directions on how to figure a percent.

Writing Substandards:

Include: 5.W.1a, 5.W.1b, 5.W.1c, 5.W.1d, 5.W.2a, 5.W.2b, 5.W.2c, 5.W.2d, 5.W.2e, 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e

To assess the substandards, I have provided incomplete writing passages that students must complete to show their understanding of that substandard. I have provided one answer key page with each of the substandard assessments to compare to your students' work.

Standards 5 through 10:

Please note that there is not an assessment for standard 5.W.4. This is because a student must be *at standard* (level 3) in standards 5.W.1, 5.W.2, and 5.W.3 in order to be *at standard* in 5.W.4. 5.W.4 measures a student's ability to write for various purposes and for different audiences. A student that can do this in the three grade level appropriate writing types (Opinion, Informational/ Explanatory, and Narrative) is *at standard* for 5.W.4.

Lastly, due to the complexity of assessing students on standards 5.W.6, 5.W.7, 5.W.8, and 5.W.10, I have combined these standards into one assessment as a *Research Project Task*. Students will pick a suitable research topic then follow a process of researching, prewriting, writing, editing, and revising to create a complete two-page research paper that explains a topic.

Thank you!

-Kristine Nannini-

Standards Based Assessment

Main Standards Assessments

5.W.1

5.W.2

5.W.3

You will need:

- The **Opinion Writing Planning Sheet** (1 copy for each student)
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top)

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Opinion Writing Rubric** to assess the students' writing

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Opinion Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. (Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Opinion Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 20 points

_____ / 20 x 100 = _____ %
score

Instructions – Step 1:

-Pass out copies of the **Opinion Writing Planning Sheet** to every student.

- 1 Writers, in a few minutes you will have a chance to do some opinion writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to convince your readers of your opinion. Use the first 5 minutes to plan what you will write and put the ideas down on the *Opinion Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.
(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm.)

- 2 At this time, I will pass out your **Student Writing Booklets** with the opinion prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and date at the top and wait for further instructions.
- OR**
- At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Opinion Writing* at the top and wait for further instructions.

Instructions – Step 3:

- 3 Writers, now is the time to write an opinion piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.
- (READ THE PROMPT ALOUD and answer any questions students may have.)**
- If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your student's writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students that are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).

Name: _____

Date: _____

Opinion Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

Most people eat a variety of meats and vegetables, but some people prefer not to eat any meat at all. Choose a position as either a meat eater or a vegetarian. Use facts to support your opinion and explain why you have chosen it.

Name: _____

Date: _____

5.W.1

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

Most people eat a variety of meats and vegetables, but some people prefer not to eat any meat at all.

Choose a position as either a meat eater or a vegetarian. Use facts to support your opinion and explain why you have chosen it.

Helpful Hints

- ☐ Do I have a clear main idea that connects to the prompt?
- ☐ Do I stay focused on the theme?
- ☐ Do I support my main idea with important details/examples?
- ☐ Do I need to take out details/examples that DO NOT support my central ideas?
- ☐ Do I use a variety of words, phrases, and/or sentences?
- ☐ Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

Date: _____

Standards Based Assessment

Student Writing Booklet: Writing to a Prompt

[illegible]

You might love hamburgers. I used to love them too. I can even still remember how they taste, but I don't miss them. I've stopped eating meat, like hamburgers, bacon, pork chops, and steak. Some of the reasons that made me become a vegetarian come from the health benefits I can gain. But a vegetarian lifestyle also helps the animals, and it just makes me feel like a better person.

One important reason that people eat meat is to get protein. You probably know that meats have a lot of protein, but you might not know that a lot of other foods are also high in protein. A lot of those foods are vegetables. As a matter of fact, you'll get more protein from eating 100 calories of broccoli than you will get from 100 calories of steak! Other vegetables like cauliflower, corn, and asparagus are also very high in protein. Beans and nuts are full of protein, too. It's easy to get the protein you need from all kinds of delicious foods without ever eating any meat.

Though it's important to put the right things into your body, it's also important to keep the wrong things out of your body. Meats have more fat and cholesterol than fruits and vegetables. Too much fat and cholesterol in your diet can be bad for your heart and your weight. Did you know that cholesterol actually sticks to the walls of your arteries? A lot of cholesterol buildup makes the insides of your arteries too narrow, and then it gets harder for your heart to push blood through your body. That can lead to high blood pressure and heart attacks! Fruits and vegetable don't have any cholesterol at all; so eating them is much healthier for your heart than eating meat.

Some other things that you probably don't want to put into your body are parasites and bacteria that live in meats. E Coli is an example of a dangerous bacteria that can live inside animals and even people. Salmonella is another type of dangerous bacteria that can live in poultry and other animals. These germs can infect any type of food, but they all originally come from animals. Why not cut the animals out of your diet altogether? But bacteria aren't the only things in meat that can make you very sick. A fluke is a type of worm found in some fish and other animals. If you eat meat infected with a fluke, it can get into your body. Some flukes and other worms can be very harmful, or even fatal if you get infected with them. If your meat is properly cooked, these germs and parasites won't affect you. Why take a chance?

continued on the next page...

5.W.1

Standards Based Assessment

Continuum Answer Key: Example of a Level 4 Response to the Prompt

Those are all benefits that I get from keeping meat off of my dinner plate. But animals are really the ones who have the most to gain from me being a vegetarian. I wouldn't want to be killed and eaten for food! Do you really think that's what a cow or a chicken wants? Many times, the animals that people eat aren't even treated well when they are alive! Sometimes, so many chickens are packed into cages that they can't even move around. When people buy meat, they support the livestock farms that raise animals just to be slaughtered for food. Animals are important, so I think they should be treated humanely and be allowed to live.

I've chosen a vegetarian lifestyle for myself, but I know that other people have their own reasons for eating meat. As I've explained, it's easy to get all the protein you need from the right plants, but some people feel like they have to eat meat in order to get the most protein. Some people might say that it's also easier to get protein from meat because all meat has protein. Some vegetables don't have any protein at all. But I think the extra planning to pick protein-rich non-meat foods is worth it.

Another strong argument that some people use to explain why they eat meat is the taste. There are some vegetables or even fungi that people can substitute for meat in dishes, but they don't taste like meat. Some people just eat meat because they think it's delicious. I think it's delicious, too. That has made my decision to stop eating meat harder to stick to, but I am sticking to it.

My choice to be a vegetarian is going to keep me healthier and help me to live longer. I can get all the protein I need with less of the fat, and none of the cholesterol I would get from eating meat. I won't worry about getting a worm in my stomach, liver, or other organ from eating a contaminated piece of meat. I'll also sleep better at night knowing the food I eat doesn't send defenseless animals to the slaughterhouse. I don't expect that everyone will become a vegetarian like me, but maybe I can convince a few people to change their eating habits.

Meat is a regular part of most Americans' diets, but it's not part of mine. I'm a vegetarian. Some of the reasons that made me become a vegetarian come from the health benefits I can gain. But a vegetarian lifestyle also helps the animals, and it just makes me feel like a better person.

One important thing that people need in their diet is protein. Meats have a lot of protein, but a lot of other foods are also high in protein. A lot of those foods are vegetables. Vegetables like cauliflower, corn, and asparagus are very high in protein, so are beans and nuts. It's easy to get the protein you need from all kinds of delicious foods.

Your body needs a lot of protein, but there are some things that your body doesn't need much of, like cholesterol. Meats are higher in fats and cholesterol than fruits and vegetables. Too much fat and cholesterol in your diet can be bad for your heart. Fruits and vegetables don't have any cholesterol at all, so eating them is much healthier for your heart than eating meat.

Meat also carries a lot of germs that fruits and vegetables don't naturally have. Some bacteria are more common in beef or pork, and some bacteria are more common in poultry. Even though these germs can infect any type of food, many of them originally come from animals. But bacteria aren't the only things in meat that can make you very sick. You can also get parasites in your body from eating meat that has parasites in it. If your meat is properly cooked, you won't be affected by these germs and parasites, but you have to be very careful to cook your meat to a high enough temperature to kill these germs.

Those are all benefits that I get from keeping meat off of my dinner plate. But animals are really the ones who have the most to gain. It makes me sad to think about animals that are raised just to get killed for food. The animals that people eat aren't always treated well when they are alive. If I don't eat meat, I won't support farms that treat animals badly.

My choice to be a vegetarian is going to keep me healthier and help me to live longer. I can get all the protein I need without getting the fat or the cholesterol I would get from eating meat. I won't worry about getting germs or parasites from contaminated meat. I'm also proud that my choice not to eat meat will help protect animals. I don't expect that everyone will become a vegetarian, but I know it's the right choice for me.

5.W.1

Standards Based Assessment

Continuum Answer Key: Example of a Level 2 Response to the Prompt

I know that some people eat meat. I have decided not to eat meat. That makes me a vegetarian. There are a lot of vegetarians in the world.

Your body needs protein. You can get a lot of protein from vegetables, beans, nuts, and other foods. Just because your body needs protein, doesn't mean you have to eat meat to get it. I get protein from the other foods I eat.

I don't want to be the reason that animals are killed. If a lot of people stop eating meat, fewer animals will get killed for food. I will feel better about myself.

Parasites and germs are bad too. They can make you sick. There can be parasites and germs on fruits and vegetables, but more of them usually live in meat. Eating less meat puts fewer germs and parasites into your body.

Eating vegetables can also help to keep your weight down and decrease your chances to have heart problems. That's because vegetables are better for your heart than meat. So I have chosen to be a vegetarian instead of eating meat.

5.W.1

Standards Based Assessment

Continuum Answer Key: Example of a Level 1 Response to the Prompt

I'm going to tell you about being a vegetarian. Vegetarians don't eat any meat. I am a vegetarian. I've decided to be a vegetarian because I want to help animals.

People eat a lot of meat because it keeps them healthy. I don't eat any meat, and I stay healthy, too. These are good reasons to be a vegetarian, and I'll get sick less than people that eat meat.

You can get proteins from other foods, so you don't have to get them from meat. Everybody knows that vegetables are very healthy, too. I'm healthier than people that eat meat, and I help keep animals from getting killed. That makes me a vegetarian. Eating meat won't give me germs or parasites.

**5TH GRADE COMMON CORE
OPINION WRITING RUBRIC**

5.W.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Above Standard: Level 4	At Standard: Level 3	Approaching Standard: Level 2	Below Standard: Level 1
Clear, interesting, and catchy introduction that states an opinion, creates a logical text structure, and demonstrates analytical thinking about the topic.	Clear introduction that states an opinion and creates a logical text structure.	Clear introduction that states an opinion.	Does not clearly introduce an opinion.
Reasons that support the opinion are logically ordered and supported by very specific facts and details.	Reasons that support the opinion are logically ordered and supported by facts and details.	Reasons that support the opinion are supported by facts and details.	Reasons are supported by few or no details, or evidence does not relate to the opinion.
Text is organized into an obvious introduction, body, and conclusion.	Text is organized into an obvious introduction, body, and conclusion.	Text is not clearly organized into an introduction, body, and conclusion, but there is an attempt at structure.	Little or no text organization is evident.
Reasons and opinions are connected with various, but relevant linking words and phrases.	Reasons and opinions are consistently connected with linking words and phrases.	Connects reasons and opinions with linking words and phrases sometimes.	Linking words and phrases are not used or used incorrectly.
Correctly uses grade level appropriate conventions and grammar with very few errors. Varies sentence structure to enhance text.	Correctly uses grade level appropriate conventions and grammar with few errors.	Correctly uses grade level appropriate conventions and grammar throughout most of the text.	Improper conventions and grammar appear throughout the text.

You will need:

- The **Informational/Explanatory Writing Planning Sheet** (1 copy for each student)
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top)

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Informational/Explanatory Writing Rubric** to assess the students' writing

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Informational/Explanatory Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. *(Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).*
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Informational/Explanatory Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 16 points

_____ / 16 x 100 = _____ %
score

Instructions – Step 1:

-Pass out copies of the **Informational/Explanatory Writing Planning Sheet** to every student.

1 Writers, in a few minutes you will have a chance to do some informational/explanatory writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to teach your topic. Use the first 5 minutes to plan what you will write and put the ideas down on the *Informational/Explanatory Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.

(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm.)

2 At this time, I will pass out your **Student Writing Booklets** with the informational/explanatory prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and date at the top and wait for further instructions.

OR

At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Informational/Explanatory Writing* at the top and wait for further instructions.

Instructions – Step 3:

3 Writers, now is the time to write an informational/explanatory piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.

(READ THE PROMPT ALOUD and answer any questions students may have.)

If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your student's writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students that are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).

Name: _____

Date: _____

Informational/Explanatory Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

Write an essay that explains, in detail, what something is, how something works, or how to do a complex task. Be sure to include enough details and information for a reader to understand your explanation or successfully follow your instructions.

Name: _____

Date: _____

5.W.2

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

Write an essay that explains, in detail, what something is, how something works, or how to do a complex task. Be sure to include enough details and information for a reader to understand your explanation or successfully follow your instructions.

Helpful Hints

- ☐ Do I have a clear main idea that connects to the prompt?
- ☐ Do I stay focused on the theme?
- ☐ Do I support my main idea with important details/examples?
- ☐ Do I need to take out details/examples that DO NOT support my central ideas?
- ☐ Do I use a variety of words, phrases, and/or sentences?
- ☐ Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

Date: _____

Standards Based Assessment

Student Writing Booklet: Writing to a Prompt

[illegible]

Have you ever had to ask your parents for a ride somewhere? I know that I have, a lot. Sometimes it works out, but sometimes I can't get where I want to go. My parents have a lot of things to do. They often tell me that they're not my chauffeurs. So what can I do when I need to get to the mall or a friend's house? If Mom or Dad can't bring me, I might be able to catch a bus. After trying this a few times, I've figured out that it's not that hard. Traveling via bus to get around takes some getting used to, and it also takes some planning. But if you give it a try, it could be a great way for you to travel. There are just some basics that you need to understand first.

Pick the Right Number

You've probably seen public buses before. They all look pretty much the same, except for what's on the front of them. Each bus that travels the same route will have the same number. That number tells you where that bus goes. So how do you know which bus to board if you see three buses that all look the same, but one has the number 150 across its front, another is labeled 45, and another bus has a sign that reads 73? You'll have to do some research first.

Get Online

Your parents may have had to use paper schedules to tell them which buses went to different parts of the city. Those paper schedules still exist, but I wouldn't recommend trying to use them. I think it's much better to use your local public transportation website to make a detailed plan, or itinerary, for your trip. The website will tell you which buses can take you where you want to go. It will also give you the buses' route numbers, so you won't have to worry about getting on the wrong bus. Most public transportation websites can even tell you how long your bus trip will be!

Count Your Pennies

Another thing you'll learn from the public transportation website is the fare. This is how much your trip will cost. Sometimes shorter bus trips are cheaper than longer ones, but the website will tell you exactly how much you'll have to pay. This is really helpful because you will want to have the exact amount for your fare. Bus drivers don't have a cash register, so you won't get any change back if you pay too much. You usually put the fare into a small machine at the front of the bus. The machine accepts dollars and coins, so if you have a bunch of pennies taking up a lot of space, this is a good way to use them!

continued on the next page...

5.W.2

Standards Based Assessment

Continuum Answer Key: Example of a Level 4 Response to the Prompt

For the Greater Good

The main reason you'll probably decide to use public transportation is to get where you need to go, but there are other benefits of riding the bus. In a lot of areas, traffic congestion is a big problem. That's when there are so many cars on the road that it takes a really long time to get anywhere. You've probably been in a traffic jam yourself! If more people ride buses, then less people drive their cars from place to place. Fewer cars on the road means less traffic for everyone.

Another really important benefit of public transportation is that it reduces automobile emissions. Emissions are the pollutants that come out of cars' tailpipes. If you've ever seen black smoke coming from a car's tailpipe, you might guess that emissions aren't good for the environment. But if there are fewer cars on the road, there are less polluting emissions getting into the air. That's good news for the whole planet!

Riding a bus full of strangers isn't something everyone enjoys doing, but you might be surprised if you try it. Just be sure to plan your trip with the public transportation website. The most important things to know are when to get to the bus stop and how much your fare will be. Oh, and make sure a bus trip is ok with your parents. Maybe they'll even want to ride the bus with you. You may enjoy riding the bus, or you may find out it's not right for you. But you'll never know until you give it a ride.

Getting around town isn't always easy. You may be able to walk to nearby places, but sometimes you may need to get somewhere that's farther away. Maybe you're used to asking family members for rides, but public transportation could be a really good option for those longer trips. If you've never taken public transportation before, it's not that hard. You just have to know where you're going, plan your trip, and remember to include getting back home in your plan.

Every time you go somewhere, you should know your destination. But when you're using public transportation you also have to know exactly where your trip will start. Public transportation doesn't usually pick you up from your house and bring you to your exact destination. So you'll have to find out which bus stops are near your starting point and close to your destination.

Next, you need to plan your trip. Most public transportation websites have great tools that will let you plan your whole trip online. Find the website, and then enter your starting point and destination. You'll also probably have to pick a departure time or an arrival time. The online tool will tell you which bus to catch and where you should wait for it. It will also tell you where the bus will stop at the end of your trip.

Your trip probably won't be free, so make sure to pay attention to the fare, or the fee you'll have to pay the bus driver. The public transportation website will tell you the amount to pay for your trip. You'll want to have the exact amount for your fare, because bus drivers usually won't give you any change back if you pay too much.

If you're just going on a one-way trip, that's pretty much all you'll need to know. But if you need to get back home, you'll have to plan a return trip. You can do this from the public transportation website too. If you've already planned the trip to your destination, planning your return trip should be easy. Sometimes it's as easy as clicking a single tab that will just reverse your trip automatically!

It's great to be able to get to places you need to go without relying on your parents or your older siblings. They might not always be able to give you a ride. Just be sure to plan your trip in advance, to know where you're going and how much it will cost. Public transportation can be a great help. You might be surprised at how much it helps you travel around town.

5.W.2

Standards Based Assessment

Continuum Answer Key: Example of a Level 2 Response to the Prompt

Public buses carry a lot of people every day. Experienced bus riders know all about different buses and bus routes. They know where bus stops are, how much buses cost to ride, and which buses go to different places. People who aren't used to riding buses can find out that information from a public transportation website.

A public transportation website lists bus schedules and bus fares. This way you can know what bus will go to your destination and how much it will cost for your trip. Use the website to plan your trip in advance.

You'll want to find out exactly where your bus stop is and have exact change for the driver. Make sure to get information for your return trip. Pay close attention to the bus schedules. Sometimes the only way to tell different buses apart is by their numbers. If you get bus numbers mixed up, you could end up on the wrong bus.

Riding a bus isn't that hard if you take the time to make a plan. Write down your starting point, what time the bus will arrive, how much the fare will be, and where to get off the bus. Use the public transportation website to get the information you need, and then you'll be ready to go.

5.W.2

Standards Based Assessment

Continuum Answer Key: Example of a Level 1 Response to the Prompt

You can learn how to catch a bus from a website. You need to know where you're going, but it also costs money to ride a bus. You won't get to your destination on time without the right schedule. All of this is really important for riding a bus.

You need to know where to go and when to get to your bus stop. The bus driver won't let you on the bus if you don't have enough money. You might have to stand up if there aren't enough seats.

Don't fall asleep on the bus.

**5TH GRADE COMMON CORE
INFORMATIONAL/EXPLANATORY WRITING RUBRIC**

5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Above Standard: Level 4	At Standard: Level 3	Approaching Standard: Level 2	Below Standard: Level 1
Creates a clear, interesting, and catchy introduction that gives a general observation and creates a logical text structure and focus. Includes a concise concluding statement or section that finishes and demonstrates thoughtful analysis of the text.	Creates a clear introduction that gives a general observation and creates a logical text structure and focus. Includes a concise concluding statement or section that finishes the text.	Creates a clear introduction that gives a general observation. Includes a concluding statement or section that finishes the text.	Does not give a clear introduction that gives a general observation. Does not include a concluding statement or section that finishes the text.
Text is thoroughly supported with examples, facts, details, and other relevant information with complete explanations of their importance.	Text is thoroughly supported with examples, facts, details, and other relevant information.	Text is supported with some examples, facts, details, and other relevant information.	Text is supported with few or no examples, facts, details, and other relevant information.
Text is organized into a logical structure with similar ideas grouped together. Ideas are connected with various, but relevant linking words and phrases. Pictures, tables, graphs, headings, or other text features are used to enhance the text.	Text is organized into a logical structure with similar ideas grouped together. Ideas are connected with linking words and phrases. If pictures, tables, graphs, headings, or other text features are used, they enhance the text.	Text shows some structure. Ideas are sometimes connected with linking words and phrases. If pictures, tables, graphs, headings, or other text features are used, they do not enhance the text.	There is no apparent text structure. Linking words and phrases are not used or are used incorrectly. If pictures, tables, graphs, headings, or other text features are used, they are used incorrectly or in a confusing way.
Correctly uses grade level appropriate conventions and grammar with almost no errors. Uses a variety of domain-specific vocabulary words to enhance the text.	Correctly uses grade level appropriate conventions and grammar with few errors. Uses domain-specific vocabulary words to enhance the text.	Correctly uses grade level appropriate conventions and grammar throughout most of the text.	Improper conventions and grammar appear throughout the text.

You will need:

- The **Narrative Writing Planning Sheet** (1 copy for each student)
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top)

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Narrative Writing Rubric** to assess the students' writing

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Narrative Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. (Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Narrative Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 28 points

_____ / 28 x 100 = _____ %
score

Instructions – Step 1:

-Pass out copies of the **Narrative Writing Planning Sheet** to every student.

- 1 Writers, in a few minutes you will have a chance to do some narrative writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to write a proper narrative. Use the first 5 minutes to plan what you will write and put the ideas down on the *Narrative Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.

(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm).

- 2 At this time, I will pass out your **Student Writing Booklets** with the narrative prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and date at the top and wait for further instructions.

OR

At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Narrative Writing* at the top and wait for further instructions.

Instructions – Step 3:

- 3 Writers, now is the time to write a narrative piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.

(READ THE PROMPT ALOUD and answer any questions students may have.)

If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your student's writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students that are struggling to get started, it is up to the teacher to decide if this is because of lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).

Name: _____

Date: _____

Narrative Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

Write a narrative about a student who has problems with the lunch at school. Include narrative elements, such as a naturally sequenced plot, dialogue, and a problem that gets resolved by the end of the story.

Name: _____

Date: _____

5.W.3

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

Write a narrative about a student who has problems with the lunch at school. Include narrative elements, such as a naturally sequenced plot, dialogue, and a problem that gets resolved by the end of the story.

Helpful Hints

- ☐ Do I have a clear main idea that connects to the prompt?
- ☐ Do I stay focused on the theme?
- ☐ Do I support my main idea with important details/examples?
- ☐ Do I need to take out details/examples that DO NOT support my central ideas?
- ☐ Do I use a variety of words, phrases, and/or sentences?
- ☐ Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

Date: _____

Standards Based Assessment

Student Writing Booklet: Writing to a Prompt

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Continuum Answer Key: Example of a Level 4 Response to the Prompt

Yesterday's school lunch had been a cold, hard peanut butter and jelly sandwich. The cafeteria ran out of chocolate milk, and Perry had run out of money in his lunch account. He shivered a little as he thought of the cold, stale bread he had worked his teeth through at yesterday's lunch. Luckily, he had remembered to bring the ten dollars to school that his uncle had given him for raking the yard.

Perry was just about to take that crisp, folded ten dollar bill from his pocket when he heard his name in a shrill shriek.

"Perry!"

It was Polly. Perry thought her voice sounded like an angry mouse with asthma, and all she talked about was horses. Perry did not want to talk to an out-of-breath, angry mouse about horses. Then the second period bell rang.

"Late," Perry mumbled with his head down. "We'll talk later, Polly," he added as he scrambled into the nearest classroom.

Polly shook her head and let out a wheezy breath as she walked past, wondering why Perry went into the wrong classroom.

Perry eventually made it to the right classroom for second period. But he was really late when he got there, so Mr. Spully sent him to get a pass from the office. He would probably get a detention for being late again, but he thought about the ten dollars in his pocket and the delicious, massive, cheesy pizza he would buy for lunch with it. He strolled into the office with a smile on his face.

"Perry!" He turned quick. It was Polly again. "I need to talk to you," she coughed out. But she was interrupted by the authoritatively loud voice of Mrs. Cangley, the principal.

"Polly," she said "you'll have to talk to the secretary. I think I should deal with Perry now."

Mrs. Cangley held out her hand, pointing for Perry to enter her office. The door shut firmly behind Perry and Mrs. Cangley as Polly walked over to the secretary's desk.

Perry had talked his way out of a detention, and he promised to be more prompt on his way to class. But now he was quickly on his way to lunch. He checked the back of his teeth with his tongue. He didn't want any of yesterday's icy peanut butter to interfere with the saucy, cheesy, pizza goodness he was about to devour. He made his way to the lunch line, grabbed a tray, and hungrily eyed the pizza.

"Perry," the cashier said as he made his way to the register, "you're still out of money in your account. You'll have to get another emergency lunch."

"Oh, but Ms. Evie," Perry beamed, "I am not." He thrust his hand into his pocket and pulled up a new, clean, crisp, folded Pokemon card.

continued on the next page...

"What's that for?" Ms. Evie said in a confused voice.

Perry rifled through his pockets. There was nothing else there. All he had was his little brother's Pokemon card.

"Perry, you know," Ms. Evie continued, "I'm going to have to give you an emergency lunch. It's peanut butter and jelly. Don't eat it right away though. It's just out of the freezer."

The hard sandwich vibrated Perry's tray as Ms. Evie dropped it onto the blue plastic. Perry thought he might cry as he walked over to an empty table and crunched on his peanut butter and jelly sandwich alone.

The rest of the day was just no good. Perry didn't remember a thing from social studies class, except that there would be a quiz tomorrow. He still tasted peanut butter at the back of his teeth. Then, just as he closed his locker, the intercom buzzed.

"Perry Walker. Perry Walker please report to the office." The day was over and it still seemed to be getting worse.

When Perry got to the office for the second time in the same day, he went over to the secretary and said, "I believe Mrs. Cangle wants to see me again."

"Oh no, Perry," the secretary replied. "We just wanted to give you this."

Then she handed Perry a small, white envelope. He held it for a second, looked at it and then tore it open. It held a cleanly folded ten dollar bill.

"Polly saw you drop that and brought it to the office."

Suddenly, Perry's stomach felt very empty as he realized that, this time, Polly hadn't wanted to talk about horses.

Continuum Answer Key: Example of a Level 3 Response to the Prompt

Perry was getting very hungry in class. It was getting hard to concentrate on math, but he hoped Mr. Simon, the math teacher, didn't notice. Yesterday, when he had forgotten his lunch money, he was given an emergency lunch. It was a cold, prepackaged peanut butter and jelly sandwich with white milk. His teeth chattered just thinking about how they stored those sandwiches in the freezer. He'd have a much better lunch today, since he had remembered to bring ten dollars from home.

Mr. Simon didn't call on Perry at all in class, and when the bell rang for dismissal, Perry packed his things and walked into the hallway. As soon as he turned toward his locker, he heard a loud, high-pitched

"Perry!"

It was Polly. Perry thought she was nice enough, but her voice always sounded whiny, and he had to get to his next class on time to make sure he would be dismissed as soon as the lunch bell rang.

"Sorry, Polly," he said to her quickly. "I've got to run."

"Ok, Perry," Polly replied, "but you dropped this." Polly held up a ten dollar bill that Perry didn't see, because he had already darted down the hall.

Perry made it to the next class just before the tardy bell. His rumbling stomach made it hard for him to concentrate again. But this time it was even worse, because he was thinking about the day's lunch menu. Pepperoni pizza was every student's favorite lunch. It wasn't even made at school. The cafeteria ordered it on Fridays from the local pizzeria. Perry struggled through class, but he made it. When the lunch bell rang, he didn't even stop at his locker. Instead, he headed straight for the cafeteria. He was starving.

The lunch line seemed to take forever. It was like nobody could even decide between chocolate or white milk. When Perry got to the front of the line, he didn't waste any time. He grabbed a carton of chocolate milk and a mound of orange wedges. When he got to the hot dish, he smiled and said, "Pizza, please." A cheesy triangle plopped onto his tray.

Then he made his way to the cashier. "That will be four dollars, Perry."

"Of course, m'am," he answered politely. But when he reached into his pocket for his ten dollar bill, he couldn't find it. "Just one moment," he added. He was sure it was there in his pocket. But it wasn't. "I don't have my money," he said.

"Perry!" a yell came from the person next in line.

"Hi, Polly," he replied.

"Why don't I buy your lunch today?" she offered.

continued on the next page...

5.W.3

Standards Based Assessment

Continuum Answer Key: Example of a Level 3 Response to the Prompt

Perry looked confused, but hungry. So he said, "OK."

"Well," Polly said, "It only seems fair, since this is the money you dropped from your pocket in first period" She held up a ten dollar bill. "I tried to tell you earlier," she added.

Perry's stomach was still hungry, but he felt very happy and relieved. He sat and ate his pizza with Polly, not even remembering how cold and hard the peanut butter and jelly sandwich had been the day before.

5.W.3

Standards Based Assessment

Continuum Answer Key: Example of a Level 2 Response to the Prompt

Perry had forgotten his lunch money yesterday. He had to eat a hard, cold peanut butter and jelly sandwich. It wasn't very good, so he was excited about eating pizza for lunch today. He remembered his money. Perry had put ten dollars into his pocket in the morning.

All day, Perry was thinking about how good the pizza would be. He also kept ignoring Polly. Polly was nice enough, but she really talked a lot. She didn't even talk about things that Perry liked. So every time she said, "Perry," he pretended like he didn't hear her. He didn't know that she had something important that belonged to him.

He got to the cafeteria at lunch time. He was glad he would finally get to eat pizza. In history class, his stomach rumbled loudly and right before that, Polly came running down the hall yelling his name. Now he'd get to eat a huge slice of pepperoni pizza.

Just before he picked up his tray, Perry heard his name. It was Polly again. "Perry," she said, "you dropped this." She handed him ten dollars. He didn't even know he had dropped it, but now he could eat lunch.

5.W.3

Standards Based Assessment

Continuum Answer Key: Example of a Level 4 Response to the Prompt

Perry had forgotten his lunch money. He didn't know that. He was very hungry. All day at school, he thought about how hungry he was. He didn't like peanut butter. He liked pizza much better. Pizza was for lunch.

At lunch time, he found his money and he ate pizza. He didn't always have his money. Polly had it today.

Polly kept yelling his name. Polly and Perry were friends, but not really good friends. Perry was really busy. He ignored Polly. That was kind of mean. After Polly gave him the money he had lost, Perry didn't ignore her that much.

Perry was really happy at lunch. Polly had his money. She gave it to him. Later he ate lunch. Earlier in the day, he didn't know if he'd be able to get pizza.

His mom had given him ten dollars for doing chores. He could buy pizza with that ten dollars if he didn't lose it.

5TH GRADE COMMON CORE NARRATIVE WRITING RUBRIC

5.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Above Standard: Level 4	At Standard: Level 3	Approaching Standard: Level 2	Below Standard: Level 1
Establishes an interesting and easily understandable situation or back story.	Establishes an easily understandable situation or back story.	Establish a situation or back story.	Does not establish a situation or back story.
Introduces a narrator or characters.	Introduces a narrator or characters.	Introduces a narrator or characters.	Does not introduce a narrator or characters.
Organizes the entire plot into a natural sequence of events.	Organizes the plot into a natural sequence of events.	Organizes most of the plot into a natural sequence of events.	The plot is made up from unorganized events that do not unfold in a natural sequence.
Uses believable dialogue to advance plot or develop characters.	Uses dialogue to advance plot or develop characters.	Uses dialogue, but it does not advance the plot or develop characters.	Uses little to no dialogue.
Uses a variety of transition words and phrases throughout the text to advance and sequence the plot.	Uses transition words and phrases throughout the text to advance and sequence the plot.	Uses some transition words and phrases throughout to advance and sequence the plot.	Uses few or no transition words and phrases to advance the plot.
Uses concrete language to create vivid descriptions throughout the story.	Use concrete language to create vivid descriptions.	Use some concrete language to create some descriptions.	Uses vague, abstract descriptive language or no descriptive language.
Provides a conclusion that logically ends the story and may be surprising.	Provides a conclusion that logically ends the story.	Provides a conclusion that is related to the plot.	Provides no conclusion that is related to the plot.
Correctly uses grade level appropriate conventions and grammar with almost no errors.	Correctly uses grade level appropriate conventions and grammar with few errors.	Correctly uses grade level appropriate conventions and grammar throughout most of the text.	Improper conventions and grammar appear throughout the text

5th Grade Common Core

Writing Standards Substandards

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Standards Based Assessment

Substandard Assessments

5.W.1a

5.W.1b

5.W.1c

5.W.1d

5.W.2a

5.W.2b

5.W.2c

5.W.2d

5.W.2e

5.W.3a

5.W.3b

5.W.3c

5.W.3d

5.W.3e

Name: _____

Date: _____

5.W.1a

Standards Based Assessment

Score

Instructions: The following is the ending of an opinion piece that a student is writing for a class assignment. The writing needs an introduction. Read the ending, and then complete the writing by adding an introduction on the lines below.

The first problem that school uniforms solve is the actual choice of what to wear every day. This might not seem like a problem to many kids, but there's often a lot of pressure to wear the hippest clothes. Students may be spending a lot of time trying to decide what's in or what's out and making sure they don't accidentally wear the same thing twice in one week!

All those hip clothes don't just make it hard to decide. They can also be really expensive and hard for some families to buy. School uniforms aren't free, but they are usually cheaper than designer jeans and name brand tops. This is a reason that many parents agree with, since they are the ones paying for the clothes.

Another reason that I think requiring school uniforms is a good idea is that kids can be really mean. Even though it's wrong, some kids will tease other kids for wearing the "wrong" things. They might do this because the clothes are hand-me-downs or don't quite fit right. Some kids might just tease others for having a sense of style that doesn't match their own.

I think students would spend less time looking through their closets if they had to wear uniforms at school. Parents would also be happy about spending less money on clothes for school. Lastly, I think it would just help kids to treat each other more kindly. I really support the idea of school uniforms. Now I just need to convince my principal.

5.W.1a

Standards Based Assessment

Answer Key

Instructions: The following is the ending of an opinion piece that a student is writing for a class assignment. The writing needs an introduction. Read the ending, and then complete the writing by adding an introduction on the lines below.

Kids across the country have trouble every morning with the same decision: what to wear to school. But not all students have to struggle with this choice. Many private schools, and even some public schools, have school uniforms. Many parents and students like the idea of wearing school uniforms, but there are also families that think students should be able to wear whatever they want. Personally, I think that there are a lot of benefits to be gained from wearing school uniforms.

The first problem that school uniforms solve is the actual choice of what to wear every day. This might not seem like a problem to many kids, but there's often a lot of pressure to wear the hippest clothes. Students may be spending a lot of time trying to decide what's in or what's out and making sure they don't accidentally wear the same thing twice in one week!

All those hip clothes don't just make it hard to decide. They can also be really expensive and hard for some families to buy. School uniforms aren't free, but they are usually cheaper than designer jeans and name brand tops. This is a reason that many parents agree with, since they are the ones paying for the clothes.

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Date: _____

Standards Based Assessment

Instructions: The following is the beginning and ending of an opinion piece that a student is writing for a class assignment. The writing needs reasons to support the opinion. Read the student's beginning and ending paragraphs and then complete the writing by adding the supporting body paragraphs on the lines below.

I know that not all kids feel the same way that I do about learning, but learning new things is why I come to school every day. I know my parents would make me come to school anyway, and it's the law, but I really take my academic work seriously. This is why I think schools should focus more on academics and get rid of things that won't help us later in life, like P.E.

[illegible]

Some kids might really love team sports and games. They can be fun, but they don't need to be taught at school. If teachers had more time to spend on academic subjects, students would learn more in school and be better prepared for colleges and professions later in life. Kids still have plenty of time to play ball with their friends or join an afterschool team. Let's use school time to make better readers, mathematicians, and scientists.

Instructions: The following is the beginning and ending of an opinion piece that a student is writing for a class assignment. The writing needs reasons to support the opinion. Read the student's beginning and ending paragraphs and then complete the writing by adding the supporting body paragraphs on the lines below.

I know that all kids don't feel the same way that I do about learning, but learning new things is why I come to school every day. I know my parents would make me come to school anyway, and it's the law, but I really take my academic work seriously. This is why I think schools should focus more on academics and get rid of things that won't help us later in life, like P.E.

Attending school is a privilege and a right, but it's also the law. Kids have to go to school or be homeschooled, and they do that to get an education, not to play sports and games. School is meant to build the academic skills and mental qualities that children will need as adults. Everyone needs to be able to read and do math, but climbing a knotted rope up to the ceiling won't be a lifelong benefit for most people. So why spend valuable school time on activities like that?

Some kids and parents might think that P.E. provides a break from academic rigor, or just a chance to have fun. I don't disagree with that. But I don't think we need a break from learning in school, and there is plenty of time for sports and athletics after school and on the weekends. If P.E. were eliminated from school, there might be enough time to get more schoolwork done and take less homework home. That would free up even more time for games and sports outside of school

The United States lags behind other countries in education. This is something that needs to get fixed. P.E. classes are not going to fix the problem. They won't make students better readers, or give them advanced math skills that they'll need to get them into good colleges, or prepare them for jobs when they grow up.

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Name: _____

Date: _____

5.W.1c

Standards Based Assessment

Score

Instructions: The following is an opinion piece of writing that is missing appropriate transition words and phrases. Read the piece below and rewrite the passage on the next page adding in appropriate transition words and phrases to improve the writing.

Global warming is making the earth hotter. Most scientists believe that global warming is a fact. There are things that people are doing that cause global warming. One of these things is driving cars. People shouldn't stop driving cars. That would be crazy! People should have to buy more fuel-efficient cars. The government should not let people buy big cars that use a lot of gas. There are other reasons to make cars travel farther on less gas. We should not get so much oil from other countries. When there are problems in those countries, oil can become more expensive. More fuel-efficient cars can help solve these problems.

Pollution is a big problem. It doesn't all come from cars. Car exhaust plays a big part. Cars that burn more gasoline create more pollution. The government has rules that affect how much gas cars use. Those rules should be stricter. Car companies think that it will be very expensive to make more fuel-efficient cars. The benefit of these cars is worth the cost. Car companies can afford it.

The United States has a lot of oil resources. Other countries have more oil resources. We buy oil from other countries and make gasoline from it. If we needed less gasoline, we wouldn't have to buy so much oil from other countries. A war or political problem in a foreign country could stop oil from getting to the United States. International problems can raise the price of oil. We may have to pay more for gasoline. If cars used a lot less gas, we might not have to buy oil from any other countries.

Families have other expenses. Paying for gas takes money away from other things that families could buy. They don't spend as much money in stores. They spend more money to get places. Families that have more money to spend will buy more things that they need and want. Families will be happier if they spend less money on gas. They might eat better food and wear nicer clothes.

Cars that use less gas can help in more ways than you might have thought. They will help the environment and keep the earth cooler. Other countries' problems won't affect how much gas we can have or how much we pay for it. They can allow families to keep more of their money for important things besides just fuel.

Date: _____

Standards Based Assessment

ScoreThis image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions: The following is an opinion piece of writing that is missing appropriate transition words and phrases. Read the piece below and rewrite the passage on the next page adding in appropriate transition words and phrases to improve the writing.

Global warming is making the earth hotter. Most scientists believe that global warming is a fact and that there are things that people are doing that cause global warming. One of these things is driving cars. I certainly don't think that people should stop driving cars. That would be crazy! But I do think that people should have to buy more fuel-efficient cars. The government should not let people buy big cars that use a lot of gas. There are other reasons to make cars travel farther on less gas, too. For instance, we should not get so much oil from other countries. When there are problems in those countries, oil can become more expensive. More fuel-efficient cars can help solve these problems.

Pollution is also a big problem, but it doesn't all come from cars. Car exhaust does play a big part, though. Cars that burn more gasoline create more pollution. The government has rules that affect how much gas cars use, but those rules should be stricter. Car companies think that it will be very expensive to make more fuel-efficient cars, but the benefit of these cars is worth the cost. Car companies can afford it.

The United States has a lot of oil resources, but several other countries have more oil resources. We buy oil from these other countries and make gasoline from it. If we needed less gasoline, we wouldn't have to buy so much oil from other countries. A war or political problem in a foreign country could stop oil from getting to the United States. That means that international problems can raise the price of oil, and we may have to pay more for gasoline. If cars used a lot less gas, we might not have to buy oil from any other countries.

Families have other expenses besides gasoline for their cars. Paying for gas takes money away from other things that families could buy. With less money on hand, they don't spend as much money in stores. They spend more money to get places, instead. Families that have more money to spend will buy more things that they need and want. Those families will be happier if they spend less money on gas, because they might eat better food and wear nicer clothes.

Cars that use less gas can help in more ways than you might have thought. They will help the environment and keep the earth cooler. More fuel-efficient cars in America also means that other countries' problems won't have as big an effect on how much gas we can have, or how much we pay for it. They can also allow families to keep more of their money for important things besides just fuel, so let's stop gas guzzling.

Name: _____

Date: _____

5.W.1d

Standards Based Assessment

Score

Instructions: The following is the beginning of an opinion piece that a student is writing for a class assignment. The writing needs an ending. Read the beginning, and then complete the writing by adding an ending on the lines below.

For most Americans, going online is like second nature. They have computers and high speed Internet to use for email, research, and just for fun. But even though most people have access to the Internet, some Americans still don't. The Internet is a really important part of modern life, especially for kids. That's why I think high speed Internet access should be free for everyone in America.

People stay in touch online. I hardly get phone calls from my relatives, but I get emails and instant messages. A lot of my friends don't even have home phones. The Internet makes communication very easy, and since communication is so important, I think it shouldn't cost people a dime.

The Internet is also the most up-to-date way to get information. You can use the Internet to find out news that happened just a few minutes ago. Some people might think this is frivolous. I mean, who really needs to know when a famous actor buys a new pet? But the Internet can also deliver important news about public safety. It could tell residents about problems with drinking water or a dangerous heat wave. You can watch the news on television, but you'll have to wait for a news broadcast that might not even happen until 11pm!

A particular group of Internet users that I am really interested in is students. The Internet is where most kids do research for class projects, but it's not fair when some students can't even get online at home. Teachers could also assign homework and other activities online, as long as everyone in class has Internet access.

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A particular group of Internet users that I am really interested in is students. The Internet is where most kids do research for class projects, but it's not fair when some students can't even get online at home. Teachers could also assign homework and other activities online, as long as everyone in class has Internet access.

People expect that they will have highways for transportation, and the Internet is the information highway. I think it should be available and free for everyone, just like the roads are. It makes communication easier, and it keeps important, up-to-date information at the public's fingertips. But if all that isn't enough, the Internet is an essential part of education today, and it will only become more important in the years to come. I feel like the Internet is a real necessity, and no one should go without things that they need. That is why Internet access should be free for everyone.

Name: _____

Date: _____

5.W.2a

Standards Based Assessment

Score

Instructions: The following is the ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs an introduction. Read the paragraphs below and complete the writing by adding an introduction on the lines below.

The kind of remote control you're probably most familiar with is a television remote. The same kind of remote might control your DVD player or your cable converter. There are two basic technologies that make this kind of remote control work. Infrared technology is one, and the other is RF technology. Infrared remote controls use a beam of light to tell devices what to do. You have to point the remote at the device so that it can see the light. But people can't see the light, because infrared light is not visible to the human eye. RF stands for radio frequency. You don't have to point an RF remote control at its device, because they use radio waves that travel all around, not just in a straight line.

RF remote controls are useful to power things that move, like toy boats or airplanes. Imagine using an infrared remote control on a model airplane. You would have to always point the remote control at a certain part of the plane while it was flying through the sky. A lot of hobbyists love to fly planes, race cars, or pilot boats with RF remote controls.

Remote controls have more serious uses, too. Police departments can use remote control robots to disarm bombs, and military drones fly by remote control on dangerous missions. Remote control submarines can help with work underwater, and even satellites in space can be told what to do by remote control.

Remote controls are responsible for a lot more than you think. It might be a real pain to get up to turn the television volume up or down, but remote controls aren't just to make it easier for you to watch TV. People are sure to continue using remote controls on more and more machines, not just to do things that we don't want to do, but to do things that might be dangerous or even impossible for people to do.

Instructions: The following is the ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs an introduction. Read the paragraphs below and complete the writing by adding an introduction on the lines below.

Remote controls are amazing, but they didn't always exist. Your parents might remember a time when they had to actually get up to change the television stations, even though that probably sounds crazy to you. Today, remote controls are more than a luxury. They are a part of everyday life that we rely on, and they do a lot more than turn on the TV.

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Name: _____

Date: _____

5.W.2b

Standards Based Assessment

Score

Instructions: The following is the beginning and ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs details and examples that support the topic sentences. Read the beginning, the ending, and topic sentences of each paragraph, then complete the writing by adding the supporting details and examples on the lines below.

If you're like many students, you probably don't like to take tests. But there are a lot of different kinds of tests that all kinds of people have to take. Tests aren't just for math and history class. Many jobs require you to take a test as part of the application process. There are other kinds of tests, too. Doctors use tests to help diagnose sick people, and scientists have to create tests to check their theories. Tests are a lot more widespread and useful than you might think.

Teachers use tests to determine how much you have learned and how well they have taught. _____

People who work in certain fields have to take tests before they even get hired.

Doctors use a variety of different tests to help them figure out exactly what is wrong with their patients. _____

continued on the next page...

Name: _____

Date: _____

5.W.2b

Standards Based Assessment

Score

Scientists use tests to determine if their theories and ideas are correct. _____

You might not enjoy taking a spelling test, but that's only the beginning. You will surely take all kinds of different tests throughout your life. You may need to take tests to get a job, or giving tests might actually be part of your job. Knowing the purpose of a test is a big help to the test-taker and the tester. Now that you know the reasons behind some of these tests, you may just start to like them more.

Instructions: The following is the beginning and ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs details and examples that support the topic sentences. Read the beginning, the ending, and topic sentences of each paragraph, then complete the writing by adding the supporting details and examples on the lines below.

If you're like many students, you probably don't like to take tests. But there are a lot of different kinds of tests that all kinds of people have to take. Tests aren't just for math and history class. Many jobs require you to take a test as part of the application process. There are other kinds of tests, too. Doctors use tests to help diagnose sick people, and scientists have to create tests to check their theories. Tests are a lot more widespread and useful than you might think.

Teachers use tests to determine how much you have learned and how well they have taught. Those tests aren't just used to make students nervous or used to put grades on kids' report cards. Classroom tests don't just test what students know, but they let teachers know how effective their instruction has been. A good teacher constantly uses information from classroom tests to adjust his or her instruction.

People who work in certain fields have to take tests before they even get hired. Police officers, firemen, and teachers all have to take tests before they can even get a job. Anyone who wants to join the military has to take a test, too. These tests show whether possible workers have the basic knowledge they need to be successful at particular jobs. Often, there are study guides for these tests, and people that do poorly on a test can have the chance to take the test again.

Doctors use a variety of different tests to help them figure out exactly what is wrong with their patients. Some of these are laboratory tests, in which they send samples to be looked at. Other tests are done right in a doctor's office. Every time you have a doctor's appointment, you get your blood pressure and heart rate checked. These are simple tests, but doctors have more complex tests to help them diagnose diseases and other medical conditions.

Scientists use tests to determine if their theories and ideas are correct. These tests are experiments, and scientists have to do them in such ways to make sure that the tests give them the information they want. Science experiments may be a lot of fun, but they are used to answer complicated questions and solve serious problems.

You might not enjoy taking a spelling test, but that's only the beginning. You will surely take all kinds of different tests throughout your life. You may need to take tests to get a job, or giving tests might actually be part of your job. Knowing the purpose of a test is a big help to the test-taker and the tester. Now that you know the reasons behind some of these tests, you may just start to like them more.

Name: _____

Date: _____

5.W.2c

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

Airplanes are incredible inventions. They are not the first machines to fly. Balloons had been used for years. Airplanes are different from balloons. Balloons float because the gas inside them is lighter than air. Airplanes are heavier than air. They still fly. The way they do that is pretty amazing.

The Wright Brothers are credited with inventing the airplane. Other people experimented with airplanes before the Wright Brothers. The Wright Brothers made several flights and designed ways to control airplanes that no other inventors had thought of.

Airplanes fly because of a force called lift. Airplanes' wings are curved at the top and flat at the bottom. This shape creates lift when the wing moves forward. Lift pushes the wing up. Airplanes get more lift as they fly faster. Airplanes can get more lift from using larger wings.

Airplanes are called fixed-wing aircrafts, but they aren't the only heavier-than-air vehicles that can fly. Helicopter rotors are shaped a lot like airplane wings. Helicopters only have to move their rotors to produce lift. An entire airplane has to travel through the air for its wings to produce lift. The forces that make them fly are very similar.

The Wright Brothers were airplane inventors. They only developed airplanes. Their inventions and experiments led to other types of heavier-than-air aircrafts. Balloons are still important. More types of aircrafts are still being developed. Airplane technology will continue to advance far into the future.

Date: _____

Standards Based Assessment

[illegible]

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

Airplanes are incredible inventions, though they are not the first machines to fly. Balloons had been used for years, but airplanes are a lot different than balloons. Balloons float because the gas inside them is lighter than air. Airplanes are heavier than air, but they still fly. The way they do that is pretty amazing.

The Wright Brothers are credited with inventing the airplane, even though other people experimented with airplanes before the Wright Brothers. But the Wright Brothers made several flights and designed ways to control airplanes that no other inventors had thought of.

Airplanes fly because of a force called lift, which is a result of the special shape of airplanes' wings. Airplanes' wings are curved at the top and flat at the bottom. This shape creates lift when the wing moves forward. This lift pushes the wing up. Airplanes get more lift as they fly faster. Airplanes can also get more lift from using larger wings.

Airplanes are called fixed-wing aircrafts, but they aren't the only heavier-than-air vehicles that can fly. Helicopter rotors are shaped a lot like airplane wings, but helicopters only have to move their rotors to produce lift. An entire airplane has to travel through the air for its wings to produce lift. So even though the way helicopters produce lift is different than the way airplanes produce lift, the forces that make them fly are very similar.

The Wright Brothers were airplane inventors. But even though they only developed airplanes, their inventions and experiments led to other types of heavier-than-air aircrafts. Lighter-than-air flying machines like balloons are still important, and more types of aircrafts are still being developed. Though airplane technology, as we know it, started with the Wright Brothers in 1903, airplane technology will continue to advance far into the future.

Name: _____

Date: _____

5.W.2d

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate language and vocabulary that would help a reader understand the topic. Read the piece below, then rewrite the passage on the next page adding in specific language and vocabulary words that are relevant to the topic, in order to make the piece more clear for the reader.

Scientists don't just have ideas and think that they are right. Scientists have a whole process they use to answer questions and to see if their answers are correct. Careful scientists make sure to do the process correctly, or it won't tell them what they want to know.

The process scientists use is made to answer questions, so the first step is to come up with a question. It should be a question that can be answered or a problem that can be solved by scientists' special tests. That means the question usually has to be pretty detailed and specific.

Next, a scientist has to think about what he or she already knows about the problem or question. He or she might also try to find out more information before creating a special test. This step leads directly to the next one. In the next step, the scientist has to make a guess about what the answer or solution might be.

Now the scientist is ready for the test. The test has to be done very carefully. Scientists must make sure they are testing the right thing, so they closely check every part of the test that might change. They also make sure to only allow one part of the test to change at any time. Another important thing about the test is being able to do it again. The same test should end the same way every time a scientist does it.

After the test is done, the scientist should study the results. Sometimes this is very easy, but sometimes a scientist will have to figure out what the results mean. The very next step is using those results to figure out if the scientist's guess was right or wrong.

When the scientist has determined the answer or solution, they are ready to let others know about the test and the results. Science is not secretive, so scientists want others to be able to use the information that they have gotten from their tests.

Those are the steps that scientist use to solve problems. They have to be very careful, but when they do the whole process correctly, it works well. But if they don't do the process correctly, it can provide a lot of incorrect information. That's one reason the process is so important.

Date: _____

Standards Based Assessment

[illegible]

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate language and vocabulary that would help a reader understand the topic. Read the piece below, then rewrite the passage on the next page adding in specific language and vocabulary words that are relevant to the topic, in order to make the piece more clear for the reader.

Scientists don't just have ideas and think that they are right. Scientists have a whole process they use to answer questions and to see if their answers are correct. It's called the scientific method. Careful scientists make sure to do the process correctly, or it won't tell them what they want to know.

The process scientists use is made to answer questions, so the first step is to come up with a question. It should be a question that can be answered or a problem that can be solved by performing an experiment. That means the question usually has to be pretty detailed and specific.

Next, a scientist has to think about what he or she already knows about the problem or question. He or she might also perform research to find out more information before creating an experiment. This step leads directly to the next one. In the next step, the scientist has to make a guess, or hypothesis, about what the answer or solution might be.

Now the scientist is ready for the experiment. The experiment has to be done very carefully. Scientists must make sure they are testing the right thing, so they closely check every variable in the experiment that might change. They also make sure to only change one variable at any time. Another important thing about the test is being able to do it again. The same experiment should end the same way every time a scientist does it.

After the test is done, the scientist should analyze the results. Sometimes this is very easy, but sometimes a scientist will have to figure out what the results mean. The very next step is using those results to create a conclusion that explains if the scientist's hypothesis was right or wrong.

When the scientist has determined or formulated a conclusion, they are ready to communicate the tests results to other scientists. Science is not secretive, so scientists want others to be able to use the information that they have gotten from their tests.

Those are the steps of the scientific method. They have to be very careful, but when they do the whole process correctly, it works well. But if they don't do the process correctly, it can provide a lot of incorrect information. That's one reason the scientific method is so important.

Name: _____

Date: _____

5.W.2e

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece that a student is writing for a class assignment. The writing needs an ending. Read the paragraphs below and complete the writing by adding an ending on the lines below.

Rockets are pretty amazing, but the way they work is pretty simple. Early rockets have been in use for hundreds of years, but what you probably think of as a rocket wasn't developed until the 20th century. Today, rockets can carry cargo or people into space. They use electronics and advanced computers, but the basic ideas of how rockets work are still the same. Scientists are still working to combine new technologies with these basic ideas to build even better rockets.

Isaac Newton described the basic science behind rockets with his First Law of Motion. Newton's law says that every action has an equal and opposite reaction. The action in a rocket is hot exhaust zooming out of the back of the rocket as fuel burns, and the reaction is the rocket flying through the air. This simple law controls the way that all rockets operate.

Rockets were first used almost 1,000 years ago as weapons and for entertainment. You've even heard rockets mentioned in the National Anthem, and that was written in 1812. As scientists saw how useful rockets could be, they worked to make them more advanced. By the middle of the 20th century, scientists had created rockets that were advanced enough to carry cargo and people into orbit around the earth. The Saturn V rocket was the most powerful machine ever built, and it sent astronauts all the way to the Moon!

Rocket science hasn't even reached its peak yet. One of the biggest rocket advances of the past was to create liquid-fuel rockets. The earliest rockets used gunpowder, a solid fuel. Unlike a solid-fuel rocket, a liquid-fuel rocket can have its throttle, or power, changed by burning more or less fuel. But there are even newer rocket propellants on the horizon. Scientists are working on rockets that run on nuclear energy, electric motors, and even the power of the Sun!

Instructions: The following is an informational/explanatory piece that a student is writing for a class assignment. The writing needs an ending. Read the paragraphs below and complete the writing by adding an ending on the lines below.

Rockets are pretty amazing, but the way they work is pretty simple. Early rockets have been in use for hundreds of years, but what you probably think of as a rocket didn't get developed until the 20th century. Today, rockets can carry cargo or people into space. They use electronics and advanced computers, but the basic ideas of how rockets work are still the same. Scientists are still working to combine new technologies with these basic ideas to build even better rockets.

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Rocket science hasn't even reached its peak yet. One of the biggest rocket advances of the past was to create liquid-fuel rockets. The earliest rockets used gunpowder, a solid fuel. Unlike a solid-fuel rocket, a liquid-fuel rocket can have its throttle, or power, changed by burning more or less fuel. But there are even newer rocket propellants on the horizon. Scientists are working on rockets that run on nuclear energy, electric motors, and even the power of the Sun!

When you watch a science fiction movie, you might not realize that the ideas that spaceships use to blast fiction heroes into space were first described by a scientist in the 17th century, and rockets were used even before Isaac Newton was born! But rockets have been around for that long, and they are always becoming more advanced. New rocket propulsion methods might just make the spaceships you see in movies become the real rockets of tomorrow.

Name: _____

Date: _____

5.W.3a

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that fails to introduce the reader to the back story, and instead jumps right into the action. Read the narrative piece below and complete the writing by adding an introductory paragraph that provides the reader with an appropriate back story.

"Class," Mrs. Tony said, "here is our new student. Her name is Cassie." Natalie wasn't really excited about having a new kid in class, but she didn't mind. She got along with everybody, so she was sure she would get along with Cassie. Mrs. Tony showed Cassie to her seat next to Natalie. Natalie noticed that Cassie's yellow shirt was faded and dirty, and her shoes were starting to come apart at the soles.

"Hi, I'm Natalie."

Cassie rolled her blue eyes. "Why do you think I care?" she replied.

Natalie was shocked and hurt. She didn't know what to do or say, so she pretended to adjust her wire-framed glasses. Natalie tried to ignore Cassie, not to be mean, but she didn't want this rude new girl to hurt her feelings any more.

By the end of the day, Cassie had said a lot more mean things to Natalie. She called her "four eyes" and even said Natalie was a nerd, when she found out how well Natalie did in all her classes. Natalie never said anything mean back to Cassie, she just tried to pretend she didn't hear anything.

continued on the next page...

Name: _____

Date: _____

5.W.3a

Standards Based Assessment

Score

At lunch, Cassie ate alone. At recess, Cassie leaned against the wall. Natalie thought about saying something nice again, but she changed her mind. Cassie hadn't seemed to notice that Natalie had braces, and Natalie didn't want to give her anything else to tease her about.

When the end of the day came, Natalie was very happy to be leaving school, which was usually not the case. She wasn't very excited to hear Mrs. Tony say that Cassie would be riding bus 65. It was the same long, yellow bus that Natalie rode. Cassie was in no hurry to get on the bus. She walked slowly, dragging her old shoes across the sidewalk. She was the last person to get on the bus, and there was only one seat left. It was right next to Natalie.

Cassie dropped her body into the seat and said, "Don't talk." Then she reached into her backpack and grabbed an old paperback book. She flipped to the middle and started reading silently. Natalie remembered her library book and thought that if they were both reading, Cassie wouldn't say anything to her. Natalie looked over at Cassie's book. Cassie glanced at Natalie's. Then they looked up at each other. Natalie's mouth was wide open in surprise. She was sure Cassie would say something about her braces, but she didn't.

"I guess we've got the same taste in books," Cassie said.

"I guess so," Natalie responded nervously.

After that, they talked about the book. They discussed the characters and talked about the author. Cassie turned out to be a great reader, too. The next day in school, she didn't say anything mean to Natalie. They even sat together on the bus again. Cassie apologized to Natalie. They never became great friends or hung out at recess, but they always sat together on the bus to talk about their favorite books.

Instructions: The following is a narrative piece of writing that fails to introduce the reader to the back story, and instead jumps right into the action. Read the narrative piece below and complete the writing by adding an introductory paragraph that provides the reader with an appropriate back story.

Natalie always did well in school. She was a great speller. She was also an excellent mathematician, and she was the best reader in the fifth grade. She never really had to try hard at school, but she did anyway. Her teachers loved her, and she had a lot of friends. Even though a few other kids were a bit jealous of her smarts, they always treated her well. The other students knew that she was always eager to help them, and she had never said a mean thing to anyone in class.

"Class," Mrs. Tony said, "here is our new student. Her name is Cassie."

Natalie wasn't really excited about having a new kid in class, but she didn't mind. She got along with everybody, so she was sure she would get along with Cassie. Mrs. Tony showed Cassie to her seat next to Natalie. Natalie noticed that Cassie's yellow shirt was faded and dirty, and her shoes were starting to come apart at the soles.

"Hi, I'm Natalie."

Cassie rolled her blue eyes. "Why do you think I care?" she replied.

Natalie was shocked and hurt. She didn't know what to do or say, so she pretended to adjust her wire-framed glasses. Natalie tried to ignore Cassie, not to be mean, but she didn't want this rude new girl to hurt her feelings any more.

By the end of the day, Cassie had said a lot more mean things to Natalie. She called her "four eyes" and even said Natalie was a nerd, when she found out how well Natalie did in all her classes. Natalie never said anything mean back to Cassie, she just tried to pretend she didn't hear anything.

At lunch, Cassie ate alone. At recess, Cassie leaned against the wall. Natalie thought about saying something nice again, but she changed her mind. Cassie hadn't seemed to notice that Natalie had braces, and Natalie didn't want to give her anything else to tease her about.

When the end of the day came, Natalie was very happy to be leaving school, which was usually not the case. She wasn't very excited to hear Mrs. Tony say that Cassie would be riding bus 65. It was the same long, yellow bus that Natalie rode. Cassie was in no hurry to get on the bus. She walked slowly, dragging her old shoes across the sidewalk. She was the last person to get on the bus, and there was only one seat left. It was right next to Natalie.

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"I guess we've got the same taste in books," Cassie said.

"I guess so," Natalie responded nervously.

After that, they talked about the book. They discussed the characters and talked about the author. Cassie turned out to be a great reader, too. The next day in school, she didn't say anything mean to Natalie. They even sat together on the bus again. Cassie apologized to Natalie. They never became great friends or hung out at recess, but they always sat together on the bus to talk about their favorite books.

Name: _____

Date: _____

5.W.3b

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that is missing dialogue. Read the piece below, then rewrite the passage on the next page adding in dialogue to help develop the characters and situations.

Pernell wasn't used to being alone. He had never been outside after dark by himself, and it was getting very dark. He looked around, but he couldn't recognize his house in the dim light. It had been midday when he darted off after a squirrel. His owner yelled at him and tried to chase him down, but Pernell had been focused on the squirrel, and hadn't even noticed his owner's calls. Pernell finally admitted to himself that he would never catch the squirrel and gave up his chase. But by the time he did that, he had run so far from home that he had no idea where he was. He listened for his owner, but he didn't hear anything familiar.

While Pernell was wandering through the night, hoping to be found, Lauren was also searching. She scoured the neighborhood with a brightly lit flashlight. She and her mother yelled for their beloved collie, but they didn't hear anything familiar either. Lauren's mom said they would hang lost dog posters up around the neighborhood the next morning, but Lauren wanted to keep searching all night.

After three hours, Lauren's mom decided it was time to go home. Lauren was so tired she didn't even argue. Lauren's mom reminded her how important it was to keep a close eye on her pet as they turned the corner a few blocks from home. Lauren shook her head and agreed. They would staple colorful posters to the tall telephone poles along their street and in the rest of their neighborhood, but they would do that in the morning, by sunlight instead of flashlight.

As they walked up to the short, white, wooden fence around their yard, they decided to call Pernell a few more times. Pernell's ears perked up. He thought he recognized a voice, and then he knew he heard his name. Pernell knew exactly who the voice belonged to. He started to howl in delight as he ran toward the sound. He reached Lauren just as her mom was putting the key into their front door. She was ecstatic to see him. She squeezed him and told him not to ever run off again, and then she promised her mother that she'd be much more responsible.

Date: _____

Standards Based Assessment

[illegible]

Instructions: The following is a narrative piece of writing that is missing dialogue. Read the piece below, then rewrite the passage on the next page adding in dialogue to help develop the characters and situations.

Pernell wasn't used to being alone. He had never been outside after dark by himself, and it was getting very dark. He looked around, but he couldn't recognize his house in the dim light. It had been midday when he darted off after a squirrel. His owner yelled at him and tried to chase him down, but Pernell had been focused on the squirrel, and hadn't even noticed his owner's calls. Pernell finally admitted to himself that he would never catch the squirrel and gave up his chase. But by the time he did that, he had run so far from home that he had no idea where he was. He listened for his owner, but he didn't hear anything familiar.

While Pernell was wandering through the night, hoping to be found, Lauren was also searching. She scoured the neighborhood with a brightly lit flashlight. She and her mother yelled for their beloved collie, but they didn't hear anything familiar either.

"We'll hang up some lost dog posters in the morning Lauren," her mother suggested.

"But we can't stop looking, Mom. It's getting real late. I know Pernell must be so scared," Lauren pleaded.

Her mom quickly gave in. "Ok, we'll keep looking for a while," she said.

After three hours, Lauren's mom decided it was time to go home. Lauren was so tired she didn't even argue. "I know you're upset," Lauren's mom said, "but you really have to be more responsible when you're watching a pet."

Lauren shook her head and agreed. They would staple colorful posters to the tall telephone poles along their street and in the rest of their neighborhood, but they would do that in the morning, by sunlight instead of flashlight.

As they walked up to the short, white, wooden fence around their yard, they decided to call Pernell a few more times.

"Pernell! Pernell-y-poo!" Lauren yelled.

Pernell's ears perked up. He thought he recognized a voice, and then he knew he heard his name. Pernell knew exactly who the voice belonged to. He started to howl in delight as he ran toward the sound. He reached Lauren just as her mom was putting the key into their front door. She was ecstatic to see him.

"Don't you ever run off again, Pernell," she said as she squeezed him tightly. Then she looked up at her mom and smiled. "I'll be much more responsible," she promised.

Name: _____

Date: _____

5.W.3c

Standards Based Assessment

Score

Instructions: The following is an narrative piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

The dream that Mitch and Dorina had shared since they were in kindergarten was quickly becoming a nightmare. They were finally astronauts. They had blasted through space and traveled 35 million miles to Mars, the Red Planet. They had landed safely. They were running out of air. The oxygen tanks had been damaged, and they didn't know if they would have enough breathable air for the return trip.

"Mitch," Dorina reminded him, "we really have to conserve oxygen. The more we move around, the more oxygen we will need to breathe in. You've got to relax."

Mitch found it hard to relax. He was thinking of suffocating in space. He paced and said, "What's the use?"

"We'll be able to do it, Mitch," Dorina said in a convincing voice. "Captain Gummel found ice. She found frozen water. If we can get our equipment back online, we can break it apart. We can make the oxygen we need."

Mitch knew that their advanced equipment could break the molecular bonds between the hydrogen and oxygen in the water. That would create breathable oxygen. Would they get the equipment working? Captain Gummel knew how it worked. She had never repaired it before.

Captain Gummel entered the capsule. Her shiny, white space suit was smudged with brown grease. "It's time for liftoff," she said.

"How can we liftoff if we don't know if we have enough oxygen to get home?" Mitch asked.

Captain Gummel replied, "We have to use power from our main rockets to run the equipment. We have to blast off to run the equipment."

Mitch knew this was true. He didn't argue when the ship started to shake and roar up into the Martian sky. They would find out if they had enough oxygen. They would find out soon. The ship's computer plotted its way to Earth. The astronauts would make it home. They didn't know if they would run out of air on the way home. The rocket started to lift up and accelerate.

NASA tracked the rocket on its long voyage home. The magnetic storm that damaged the oxygen tanks had also destroyed the communication computers. NASA could not communicate with the astronauts. No one knew if they were OK. "We've got the rocket onscreen," a mission control technician said. Everyone crossed their fingers.

The reusable part of the rocket splashed slowly into the ocean. Its parachute worked well. Was there anyone alive inside? The crew capsule bobbed up and down with the waves for a long time. No hatch opened. No one came out for a long time. The airlock opened. Captain Gummel poked her head out. It was a huge grin. The other astronauts came to the hatch with big grins too. They stuck their hands out into the air. They had made it. The plan to make oxygen from water had worked. The astronauts waited for rescue boats with the hatch open. They took a lot of deep breaths.

Date: _____

Standards Based Assessment

[illegible]

Instructions: The following is an narrative piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

The dream that Mitch and Dorina had shared since they were in kindergarten was quickly becoming a nightmare. They were finally astronauts. They had blasted through space and traveled 35 million miles to Mars, the Red Planet, and landed safely. But their oxygen tanks had been damaged, so they were running out of air. They didn't know if they would have enough breathable air for the return trip.

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Mitch knew that their advanced equipment could break the molecular bonds between the hydrogen and oxygen in the water to create breathable oxygen. But he didn't know if they could get the equipment working. Even though Captain Gummel knew how the equipment worked, she had never repaired it before.

Captain Gummel entered the capsule. Her shiny, white space suit was smudged with brown grease. "It's time for liftoff," she said.

"How can we liftoff if we don't know if we have enough oxygen to get home?" Mitch asked.

Captain Gummel replied, "We have to use power from our main rockets to run the equipment, so we have to blast off to run the equipment."

Since Mitch knew this was true, he didn't argue when the ship started to shake and roar up into the Martian sky. They would find out if they had enough oxygen, and they would find out soon. The ship's computer plotted its way to Earth. The astronauts knew they would make it home, but they didn't know if they would run out of air on the way home. They didn't know if they would survive the trip. The rocket started to lift up and accelerate.

NASA tracked the rocket on its long voyage home. The magnetic storm that damaged the oxygen tanks had also destroyed the communication computers, so NASA could not communicate with the astronauts. No one knew if they were OK. "We've got the rocket onscreen," a mission control technician said. Everyone crossed their fingers.

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Name: _____

Date: _____

5.W.3d

Standards Based Assessment

Score

Instructions: The following is an narrative piece of writing that is missing sensory details. Read the piece below, then rewrite the passage on the next page adding in sensory details where appropriate in order to make the writing better.

Brett rode his bike faster than anyone else in his neighborhood. Other kids had tried to race him, but no one ever kept up. It had gotten to the point where nobody would even try to race Brett. When they saw him riding his bike, they would just turn and ride in the other direction. For a while, Brett was really proud. He loved being the fastest, but then it got boring and lonely.

One Saturday, he saw a group of boys that he didn't recognize riding bikes. "These kids don't know how fast I am," Brett thought. "I should race them." He put on his helmet and rode toward the group of boys. "Hey guys," he introduced himself. "I'm Brett."

"Hey kid," one of the older-looking boys responded.

"You guys like to race?" Brett asked. He was sure he knew the answer. What boy didn't like to race bikes?

"Of course we race. What do you think we have bikes for?" the older boy replied in an impatient voice.

"Well, I'm the fastest rider in the neighborhood," Brett boasted. "I mean, I'm really fast," he added.

"I'm sure you are, for a little kid," one of the other boys chimed in.

Brett was beginning to get a little upset. "If these kids just shut up," he thought, "I can show them how fast I am." Brett turned to the oldest-looking boy. "Want to see how fast this little kid can ride?" he challenged.

"Yeah, whatever," he replied unexcitedly. "Around the block twice. Winner is the fastest kid in the neighborhood."

"Sounds good!" Brett beamed back.

The boys walked their bikes to the corner. Brett was looking at the older boy, but the boy paid absolutely no attention to Brett. They lined their bikes up and waited for one of the other older kids to start the race. "Go!" one of them yelled. Brett and his competitor took off, pedaling fast. As they turned the corner, it was close, but Brett was just ahead of the other boy. After one lap around the block, Brett was farther in front. The race was turning out to be easier than he thought.

The boys were almost finished with the second lap, and Brett was far ahead. He glanced over and saw some of his friends that had come outside and started to watch. He started to breathe harder. The older boy kept pedaling and started to catch up. Brett saw the older kids lined up at the finish line. He pedaled his bike toward them, but the older boy pedaled faster. Brett lost by inches. He looked at his rival. "Guess you're the fastest," he said loud enough for everyone to hear.

"I already knew that," the winner said, looking at Brett and wondering why he was smiling.

The next day, when Brett saw his friends outside riding their bikes, he rode out to join them. No one turned and rode in the other direction. In fact, the first thing anyone said to him was, "Hey Brett, want to race?"

Date: _____

Standards Based Assessment

[illegible]

Instructions: The following is an narrative piece of writing that is missing sensory details. Read the piece below, then rewrite the passage on the next page adding in sensory details where appropriate in order to make the writing better.

Brett rode his bike faster than anyone else in his neighborhood. Other kids had tried to race him, but no one ever kept up. His feet spun the pedals around in tiny tornados. Other kids had never seen feet so fast before. It had gotten to the point where nobody would even try to race Brett. When they saw him riding his shiny, red bike, they would just turn and ride in the other direction. For a while, Brett was really proud. He loved being the fastest, but then it got boring and lonely.

One Saturday, he saw a group of boys that he didn't recognize riding bikes. They were big bikes, with gear shifts and five sprockets in the back. "These kids don't know how fast I am," Brett thought. "I should race them." He put on his helmet and rode toward the group of boys. "Hey guys," he introduced himself. "I'm Brett."

"Hey kid," one of the older-looking boys responded.

"You guys like to race?" Brett asked. He was sure he knew the answer. What boy didn't like to race bikes?

"Of course we race. What do you think we have bikes for?" the older boy replied in an impatient voice.

"Well, I'm the fastest rider in the neighborhood," Brett boasted. "I mean, I'm really fast," he added.

"I'm sure you are, for a little kid," one of the other boys chimed in.

Brett was beginning to get a little upset. "If these kids just shut up," he thought, "I can show them how fast I am." Brett turned to the oldest-looking boy. "Want to see how fast this little kid can ride?" he challenged.

"Yeah, whatever," he replied unexcitedly. "Around the block twice. Winner is the fastest kid in the neighborhood."

"Sounds good!" Brett beamed back.

The boys walked their bikes to the corner. Brett was looking at the older boy, but the boy paid absolutely no attention to Brett. He must not have noticed the block letter printing on Brett's bike frame that read "built for speed," or maybe he just didn't care. They lined their bikes up and waited for one of the other older kids to start the race. "Go!" one of them yelled, as he slammed his outstretched arms down to his sides. Brett and his competitor took off, pedaling fast. As they turned the corner, it was close, but Brett was just ahead of the other boy. After one lap around the block, Brett was farther in front. The race was turning out to be easier than he thought.

The boys were almost finished with the second lap, and Brett was far ahead, almost by a full bike length. He glanced over and saw some of his friends that had come outside and started to watch. He started to breathe in big, heavy gulps. The older boy kept pedaling and started to catch up. Brett saw the older kids lined up at the finish line. He aimed his bike at them and pedaled, but the older boy pedaled faster. Brett lost by inches. He looked at his rival. "Guess you're the fastest," he said loud enough for everyone to hear.

continued on the next page...

5.W.3d

Standards Based Assessment

Answer Key

"I already knew that," the winner said, looking at Brett and wondering why he was smiling.

The next day, when Brett saw his friends outside riding their bikes, he rode out to join them. No one turned and rode in the other direction when they saw his red bike approach. In fact, the first thing anyone said to him was, "Hey Brett, want to race?"

Name: _____

Date: _____

5.W.3e

Standards Based Assessment

Score

Instructions: The following is the beginning of a narrative piece that a student is writing for a class assignment. The writing needs a conclusion. Read the paragraphs provided and complete the writing by adding a conclusion on the lines below.

"Adjust the mirrors. Adjust the seat. Buckle up. Hands at ten and two. Honk the horn before you back up."

Shelly repeated the phrases over and over. She had aced her written test months ago, but she hadn't passed the actual driving portion of the test in three tries. Every time she drove with her dad, things went perfectly. She didn't go too fast or too slow, she didn't stop too quickly, and she stayed in her lane like a laser. But when the driving tester got into the car with her, it was a completely different story. She drove onto the curb while parking. She put the car in drive instead of reverse and almost drove into the licensing office instead of backing out of the parking spot. She even forgot to put her seat belt on for the last test. Shelly didn't think she'd ever get her driver's license.

Tomorrow was the big day. It was her fourth test. Her dad said this would be her last chance for a year. If she couldn't get the jitters out and drive the way she did with him in the car, he was going to buy her a year-long bus pass.

"It'll be a lot cheaper than car insurance," he said.

She thought about the plastic bus card in her big leather wallet and imagined sitting next to the window. Her friends would see her head right above the advertising mural for anti-gas tablets painted across the side of the bus.

"I so need to pass this test," she thought.

When test day came, she gave her dad's car a detailed inspection. She vacuumed cereal from her sister's car seat. She cleaned the windows with a special blue towel. She even scrubbed the seatbelt with fabric cleaner. When her dad sat in the passenger seat, she knew she would have to drive to the licensing office, which wasn't a problem. The problem would come after she got to the licensing office, and she would sit down in the passenger seat with a plastic clipboard.

Instructions: The following is the beginning of a narrative piece that a student is writing for a class assignment. The writing needs a conclusion. Read the paragraphs provided and complete the writing by adding a conclusion on the lines below.

"Adjust the mirrors. Adjust the seat. Buckle up. Hands at ten and two. Honk the horn before you back up."

Shelly repeated the phrases over and over. She had aced her written test months ago, but she hadn't passed the actual driving portion of the test in three tries. Every time she drove with her dad, things went perfectly. She didn't go too fast or too slow, she didn't stop too quickly, and she stayed in her lane like a laser. But when the driving tester got into the car with her, it was a completely different story. She drove onto the curb while parking. She put the car in drive instead of reverse and almost drove into the licensing office instead of backing out of the parking spot. She even forgot to put her seat belt on for the last test. Shelly didn't think she'd ever get her driver's license.

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"It'll be a lot cheaper than car insurance," he said.

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"I so need to pass this test," she thought.

When test day came, she gave her dad's car a detailed inspection. She vacuumed cereal from her sister's car seat. She cleaned the windows with a special blue towel. She even scrubbed the seatbelt with fabric cleaner. When her dad sat in the passenger seat, she knew she would have to drive to the licensing office, which wasn't a problem. The problem would come after she got to the licensing office, and the tester would sit down in the passenger seat with a plastic clipboard.

A short, skinny lady walked out of the licensing office. Shelly's dad opened the passenger-side door and stepped out. The skinny lady took her place in the passenger seat and rested an orange clipboard on her lap. Shelly looked over to her dad, and then she drove off slowly.

She seemed to be gone forever. Her dad couldn't imagine what went wrong this time. Then he saw his beige Honda creeping back to the parking lot.

"Why is she driving so slowly? This must be bad," he thought. He reached into his pocket and put his fingers around the bus pass that he had already paid for. He really didn't have much confidence in Shelly's chances to pass the test. The Honda inched to a stop, and the skinny lady opened the passenger door, stood up, and walked into the licensing office without saying a word. Shelly's dad tightened his grip on the bus pass. Then the driver-side door opened. Shelly tried to look calm, relaxed and dignified, but she couldn't hide her excitement.

"I did it! I did it! I did it!" she yelled.

Shelley's dad smiled. Then he took an empty hand from his pocket and said, "I knew you could, honey. I knew you could."

You will need:

- One copy of the **Example of Informational Text A, B, C, and D** for each student
- One copy of the **5th Grade Common Core Informational/Explanatory Writing Rubric** for each student
- Answer Key Papers A, B, C, and D** to check students' work
- The **Teacher Evaluation Rubric** to check students' work

Procedure:

- Pass out copies of the **Example of Informational Text A, B, C, and D** and the **5th Grade Common Core Informational/Explanatory Writing Rubric** to every student

Say to students:

Writers, in a few minutes you will have a chance to evaluate 4 informational/explanatory texts. You are to use the **5th Grade Common Core Informational/Explanatory Writing Rubric** that I have provided for you to decide which paper is the level 1 paper, which paper is the level 2 paper, which paper is the level 3 paper, and which paper is the level 4 paper.

Once you decide on the level of each paper, using the rubric I gave you, write why you believe that particular paper is the level you gave it. You will write your reasons in the bulleted list that has been provided for you on each paper (*you may want to point to where this is located on each student's paper*).

When you finish, I will collect your work and assess you on your ability to assess each paper correctly, and your ability to justify why you gave the paper the level you did.

Are there any questions?

If there are no questions, you may begin.

- When students finish, collect their work.
- Use **Answer Key Papers A, B, C, and D** as well as the **Teacher Evaluation Rubric** to check their understanding.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 16 points

_____ / 16 x 100 = _____ %
score

**5TH GRADE COMMON CORE
INFORMATIONAL/EXPLANATORY WRITING RUBRIC**

5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Above Standard: Level 4	At Standard: Level 3	Approaching Standard: Level 2	Below Standard: Level 1
Creates a clear, interesting, and catchy introduction that gives a general observation and creates a logical text structure and focus. Includes a concise concluding statement or section that finishes and demonstrates thoughtful analysis of the text.	Creates a clear introduction that gives a general observation and creates a logical text structure and focus. Includes a concise concluding statement or section that finishes the text.	Creates a clear introduction that gives a general observation. Includes a concluding statement or section that finishes the text.	Does not give a clear introduction that gives a general observation. Does not include concluding statement or a section that finishes the text.
Text is thoroughly supported with examples, facts, details, and other relevant information with complete explanations of their importance.	Text is thoroughly supported with examples, facts, details, and other relevant information.	Text is supported with some examples, facts, details, and other relevant information.	Text is supported with few or no examples, facts, details, and other relevant information.
Text is organized into a logical structure with similar ideas grouped together. Ideas are connected with various, but relevant linking words and phrases. Pictures, tables, graphs, headings, or other text features are used to enhance the text.	Text is organized into a logical structure with similar ideas grouped together. Ideas are connected with linking words and phrases. If pictures, tables, graphs, headings, or other text features are used, they enhance the text.	Text shows some structure. Ideas are sometimes connected with linking words and phrases. If pictures, tables, graphs, headings, or other text features are used, they do not enhance the text.	There is no apparent text structure. Linking words and phrases are not used or are used incorrectly. If pictures, tables, graphs, headings, or other text features are used, they are used incorrectly or in a confusing way.
Correctly uses grade level appropriate conventions and grammar with almost no errors. Uses a variety of domain-specific vocabulary words to enhance the text.	Correctly uses grade level appropriate conventions and grammar with few errors. Uses domain-specific vocabulary words to enhance the text.	Correctly uses grade level appropriate conventions and grammar throughout most of the text.	Improper conventions and grammar appear throughout the text.

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Example of Informational Text-A

It costs money to ride a bus. You can learn how to catch a bus from a website that will tell you what you need to ride a bus. You need to know where you're going. You won't get to your destination on time without the right schedule. All of this is really important for riding a bus.

You need to know where to go and when to get to your bus stop. You need to know how much money the bus trip will cost. The bus driver won't let you on the bus if you don't have enough money. You might have to stand up if there aren't enough seats.

Don't fall asleep on the bus. The website will tell you about the bus. If you fall asleep, you might miss your stop.

Level: _____

Write the reasons why you think this paper is the above level:

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-
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-
-
-

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Example of Informational Text-B

Public buses carry a lot of people every day. Experienced bus riders know all about different buses and bus routes. They know where bus stops are, how much buses cost to ride, and which buses go to different places. People who aren't used to riding buses can find out that information from a public transportation website.

A public transportation website lists bus schedule fees. This way you can know what bus will go to your destination and how much it will cost for your trip. Use the website to plan your trip in advance.

You'll want to find out exactly where your bus stop is and have exact change for the driver. Make sure to get information for your return trip. Pay close attention to the bus schedules. Sometimes the only way to tell different buses apart is by their numbers. If you get bus numbers mixed up, you could end up on the wrong bus.

Riding a bus isn't that hard if you take the time to make a plan. Write down your starting point, what time the bus will arrive, how much the fee will be, and where to get off the bus. Use the public transportation website to get the information you need, and then you'll be ready to go.

Level: _____

Write the reasons why you think this paper is the above level:

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-
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Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score _____

Example of Informational Text-C

Getting around town isn't always easy. You may be able to walk to nearby places, but sometimes you may need to get somewhere that's farther away. Maybe you're used to asking family members for rides, but public transportation could be a really good option for those longer trips. Public buses carry a lot of people every day. Experienced bus riders know all about different buses and bus routes. But even if you've never taken public transportation before, it's not that hard. You just have to know where you're going, plan your trip, and remember to include getting back home in your plan. All of that information is easy to find on a public transportation website.

Every time you go somewhere, you should know your destination. But when you're using public transportation you also have to know exactly where your trip will start. Public transportation doesn't usually pick you up from your house and bring you to your exact destination. So you'll have to find out which bus stops are near your starting point and close to your destination. This is the first part of planning your trip.

You can do the next planning step online. Most public transportation websites have great tools that will let you plan your whole trip online. Find the website, and then enter your starting point and destination. You'll also probably have to pick a departure time or an arrival time. The online tool will tell you which bus to catch and where you should wait for it. It will also tell you where the bus will stop at the end of your trip. Your trip probably won't be free, so make sure to pay attention to the fare, or the fee you'll have to pay the bus driver. The public transportation website will tell you the amount to pay for your trip. You'll want to have the exact amount for your fare, because bus drivers usually won't give you any change back if you pay too much.

If you're just going on a one-way trip, that's pretty much all you'll need to know. But if you need to get back home, you'll have to plan a return trip. You can do this from the public transportation website too. If you've already planned the trip to your destination, planning your return trip should be easy. Sometimes it's as easy as clicking a single tab that will just reverse your trip automatically!

It's great to be able to get to places you need to go without relying on your parents or your older siblings. They might not always be able to give you a ride. Just be sure to plan your trip in advance, to know where you're going and how much it will cost. Public transportation can be a great help. You might be surprised at how much it helps you travel around town.

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Example of Informational Text-C

Level: _____

Write the reasons why you think this paper is the above level:

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-
-
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Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Example of Informational Text-D

Have you ever had to ask your parents for a ride somewhere? I know that I have, a lot. Sometimes it works out, but sometimes I can't get where I want to go. My parents have a lot of things to do. They often tell me that they're not my chauffeurs. So what can I do when I need to get to the mall or a friend's house? If Mom or Dad can't bring me, I might be able to catch a bus. After trying this a few times, I've figured out that it's not that hard. Traveling via bus to get around takes some getting used to, and it also takes some planning. But if you give it a try, it could be a great way for you to travel. There are just some basics that you need to understand first.

Pick the Right Number

You've probably seen public buses before. They all look pretty much the same, except for what's on the front of them. Each bus that travels the same route will have the same number. That number tells you where that bus goes. So how do you know which bus to board if you see three buses that all look the same, but one has the number 150 across its front, another is labeled 45, and another bus has a sign that reads 73? You'll have to do some research first.

Get Online

Your parents may have had to use paper schedules to tell them which buses went to different parts of the city. Those paper schedules still exist, but I wouldn't recommend trying to use them. I think it's much better to use your local public transportation website to make a detailed plan, or itinerary, for your trip. The website will tell you which buses can take you where you want to go. It will also give you the buses' route numbers, so you won't have to worry about getting on the wrong bus. Most public transportation websites can even tell you how long your bus trip will be!

Count Your Pennies

Another thing you'll learn from the public transportation website is the fare. This is how much your trip will cost. Sometimes shorter bus trips are cheaper than longer ones, but the website will tell you exactly how much you'll have to pay. This is really helpful because you will want to have the exact amount for your fare. Bus drivers don't have a cash register, so you won't get any change back if you pay too much. You usually put the fare into a small machine at the front of the bus. The machine accepts dollars and coins, so if you have a bunch of pennies taking up a lot of space, this is a good way to use them!

continued on the next page...

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Example of Informational Text-D

For the Greater Good

The main reason you'll probably decide to use public transportation is to get where you need to go, but there are other benefits of riding the bus. In a lot of areas, traffic congestion is a big problem. That's when there are so many cars on the road that it takes a really long time to get anywhere. You've probably been in a traffic jam yourself! If more people ride buses, then less people drive their cars from place to place. Fewer cars on the road mean less traffic for everyone.

Another really important benefit of public transportation is that it reduces automobile emissions. Emissions are the pollutants that come out of cars' tailpipes. If you've ever seen black smoke coming from a car's tailpipe, you might guess that emissions aren't good for the environment. But if there are fewer cars on the road, there are less polluting emissions getting into the air. That's good news for the whole planet!

Riding a bus full of strangers isn't something everyone enjoys doing, but you might be surprised if you try it. Just be sure to remember to plan your trip with the public transportation website. The most important things to know are when to get to the bus stop and how much your fare will be. Oh, and make sure a bus trip is ok with your parents. Maybe they'll even want to ride the bus with you. You may enjoy riding the bus, or you may find out it's not right for you. But you'll never know until you give it a ride.

Level: _____

Write the reasons why you think this paper is the above level:

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-
-
-
-
-

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - A

It costs money to ride a bus. You can learn how to catch a bus from a website that will tell you what you need to ride a bus. You need to know where you're going. You won't get to your destination on time without the right schedule. All of this is really important for riding a bus.

You need to know where to go and when to get to your bus stop. You need to know how much money the bus trip will cost. The bus driver won't let you on the bus if you don't have enough money. You might have to stand up if there aren't enough seats.

Don't fall asleep on the bus. The website will tell you about the bus. If you fall asleep, you might miss your stop.

Level: **1**

Write the reasons why you think this paper is the above level:

- The introduction is unclear and has no structure. It also creates no logical structure for the rest of the text.
- Ideas are not linked with transition words or phrases.
- The text lacks supporting details. It explains that a website will be helpful, but it gives little other factual information and does not specifically explain how the website will help.
- The text is poorly organized. Similar ideas are not grouped together in paragraphs.
- There is little domain-specific vocabulary.
- There is no concise conclusion.

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - B

Public buses carry a lot of people every day. Experienced bus riders know all about different buses and bus routes. They know where bus stops are, how much buses cost to ride, and which buses go to different places. People who aren't used to riding buses can find out that information from a public transportation website.

A public transportation website lists bus schedule fees. This way you can know what bus will go to your destination and how much it will cost for your trip. Use the website to plan your trip in advance.

You'll want to find out exactly where your bus stop is and have exact change for the driver. Make sure to get information for your return trip. Pay close attention to the bus schedules. Sometimes the only way to tell different buses apart is by their numbers. If you get bus numbers mixed up, you could end up on the wrong bus.

Riding a bus isn't that hard if you take the time to make a plan. Write down your starting point, what time the bus will arrive, how much the fee will be, and where to get off the bus. Use the public transportation website to get the information you need, and then you'll be ready to go.

Level: 2

Write the reasons why you think this paper is the above level:

- **The introduction provides a general observation, but it does not create a logical structure for the rest of the text.**
- **Some ideas are linked with transition words or phrases.**
- **The text has few supporting details, but they are not supported with specific facts or examples.**
- **Most of the text is organized with similar ideas grouped together in paragraphs.**
- **The text has a conclusion.**

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - C

Getting around town isn't always easy. You may be able to walk to nearby places, but sometimes you may need to get somewhere that's farther away. Maybe you're used to asking family members for rides, but public transportation could be a really good option for those longer trips. Public buses carry a lot of people every day. Experienced bus riders know all about different buses and bus routes. But even if you've never taken public transportation before, it's not that hard. You just have to know where you're going, plan your trip, and remember to include getting back home in your plan. All of that information is easy to find on a public transportation website.

Every time you go somewhere, you should know your destination. But when you're using public transportation you also have to know exactly where your trip will start. Public transportation doesn't usually pick you up from your house and bring you to your exact destination. So you'll have to find out which bus stops are near your starting point and close to your destination. This is the first part of planning your trip.

You can do the next planning step online. Most public transportation websites have great tools that will let you plan your whole trip online. Find the website, and then enter your starting point and destination. You'll also probably have to pick a departure time or an arrival time. The online tool will tell you which bus to catch and where you should wait for it. It will also tell you where the bus will stop at the end of your trip. Your trip probably won't be free, so make sure to pay attention to the fare, or the fee you'll have to pay the bus driver. The public transportation website will tell you the amount to pay for your trip. You'll want to have the exact amount for your fare, because bus drivers usually won't give you any change back if you pay too much.

If you're just going on a one-way trip, that's pretty much all you'll need to know. But if you need to get back home, you'll have to plan a return trip. You can do this from the public transportation website too. If you've already planned the trip to your destination, planning your return trip should be easy. Sometimes it's as easy as clicking a single tab that will just reverse your trip automatically!

It's great to be able to get to places you need to go without relying on your parents or your older siblings. They might not always be able to give you a ride. Just be sure to plan your trip in advance, to know where you're going and how much it will cost. Public transportation can be a great help. You might be surprised at how much it helps you travel around town.

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - C

Level: 3

Write the reasons why you think this paper is the above level:

- **The introduction provides a general observation and creates a logical structure for the rest of the text.**
- **Ideas are consistently linked with transition words or phrases.**
- **The text has supporting details that are also supported with specific facts or examples.**
- **The text is well organized with similar ideas grouped together in paragraphs.**
- **There is some domain-specific vocabulary.**
- **The text has a concise conclusion.**

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - D

Have you ever had to ask your parents for a ride somewhere? I know that I have, a lot. Sometimes it works out, but sometimes I can't get where I want to go. My parents have a lot of things to do. They often tell me that they're not my chauffeurs. So what can I do when I need to get to the mall or a friend's house? If Mom or Dad can't bring me, I might be able to catch a bus. After trying this a few times, I've figured out that it's not that hard. Traveling via bus to get around takes some getting used to, and it also takes some planning. But if you give it a try, it could be a great way for you to travel. There are just some basics that you need to understand first.

Pick the Right Number

You've probably seen public buses before. They all look pretty much the same, except for what's on the front of them. Each bus that travels the same route will have the same number. That number tells you where that bus goes. So how do you know which bus to board if you see three buses that all look the same, but one has the number 150 across its front, another is labeled 45, and another bus has a sign that reads 73? You'll have to do some research first.

Get Online

Your parents may have had to use paper schedules to tell them which buses went to different parts of the city. Those paper schedules still exist, but I wouldn't recommend trying to use them. I think it's much better to use your local public transportation website to make a detailed plan, or itinerary, for your trip. The website will tell you which buses can take you where you want to go. It will also give you the buses' route numbers, so you won't have to worry about getting on the wrong bus. Most public transportation websites can even tell you how long your bus trip will be!

Count Your Pennies

Another thing you'll learn from the public transportation website is the fare. This is how much your trip will cost. Sometimes shorter bus trips are cheaper than longer ones, but the website will tell you exactly how much you'll have to pay. This is really helpful because you will want to have the exact amount for your fare. Bus drivers don't have a cash register, so you won't get any change back if you pay too much. You usually put the fare into a small machine at the front of the bus. The machine accepts dollars and coins, so if you have a bunch of pennies taking up a lot of space, this is a good way to use them!

continued on the next page...

Name: _____

Date: _____

5.W.5

Standards Based Assessment

Score

Answer Key Paper - D

For the Greater Good

The main reason you'll probably decide to use public transportation is to get where you need to go, but there are other benefits of riding the bus. In a lot of areas, traffic congestion is a big problem. That's when there are so many cars on the road that it takes a really long time to get anywhere. You've probably been in a traffic jam yourself! If more people ride buses, then less people drive their cars from place to place. Fewer cars on the road mean less traffic for everyone.

Another really important benefit of public transportation is that it reduces automobile emissions. Emissions are the pollutants that come out of cars' tailpipes. If you've ever seen black smoke coming from a car's tailpipe, you might guess that emissions aren't good for the environment. But if there are fewer cars on the road, there are less polluting emissions getting into the air. That's good news for the whole planet!

Riding a bus full of strangers isn't something everyone enjoys doing, but you might be surprised if you try it. Just be sure to remember to plan your trip with the public transportation website. The most important things to know are when to get to the bus stop and how much your fare will be. Oh, and make sure a bus trip is ok with your parents. Maybe they'll even want to ride the bus with you. You may enjoy riding the bus, or you may find out it's not right for you. But you'll never know until you give it a ride.

Level: 4

Write the reasons why you think this paper is the above level:

- **The introduction is interesting and catchy, and it provides a general observation and creates a logical structure for the rest of the text.**
- **The text has supporting details that are also supported with specific facts and examples that are personally related to the author.**
- **Section headings enhance the text.**
- **There is domain-specific vocabulary throughout the text.**
- **The text has a concise and analytical conclusion.**

Name: _____

Date: _____

5.W.5

Standards Based AssessmentScore

Teacher Evaluation Rubric

5TH GRADE COMMON CORE

5.W.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Level 4	Level 3	Level 2	Level 1
All text levels are correctly identified.	All text levels are correctly identified.	Two levels are correctly identified.	Less than two levels are correctly identified.
Four or more reasons are given to describe why the level 1 text is evaluated as level 1.	Three reasons are given to describe why the level 1 text is evaluated as level 1.	Two reasons are given to describe why the level 1 text is evaluated as level 1.	Less than two reasons are given to describe why the level 1 text is evaluated as level 1.
Four or more reasons are given to describe why the level 2 text is evaluated as level 2.	Three reasons are given to describe why the level 2 text is evaluated as level 2.	Two reasons are given to describe why the level 2 text is evaluated as level 2.	Less than two reasons are given to describe why the level 2 text is evaluated as level 2.
Four or more reasons are given to describe why the level 3 text is evaluated as level 3.	Three reasons are given to describe why the level 3 text is evaluated as level 3.	Two reasons are given to describe why the level 3 text is evaluated as level 3.	Less than two reasons are given to describe why the level 3 text is evaluated as level 3.
Four or more reasons are given to describe why the level 4 text is evaluated as level 4.	Three reasons are given to describe why the level 4 text is evaluated as level 4.	Two reasons are given to describe why the level 4 text is evaluated as level 4.	Less than two reasons are given to describe why the level 4 text is evaluated as level 4.

Total points possible= 20 points

_____ / 20 x 100 = _____ %
score

5.W.6,
5.W.7,
5.W.8,
5.W.10

Standards Based Assessment

Teacher Directions: Page 1

Procedure:

-Students will pick a suitable research topic then follow a process of researching, prewriting, writing, editing, and revising to create a complete two-page research paper that explains a topic. Students must use and cite multiple print and electronic sources for the project. Each step must be checked by the teacher before students can move to the next step. The writing process should last several days, except for the actual creation of the final draft, which should be done in a single sitting.

Step 1 Choose a Topic:

Select an appropriate topic. The topic must be broad enough to support a research project requiring multiple sources but specific enough to create a concise, detailed research paper that can illustrate different aspects of the topic. This is a great time to develop ideas based on the topic. Think about which specific details you want your audience to know about the topic. Create a prewriting organizer to record your ideas.

Step 2 Conduct Research:

Find multiple credible resources to provide information on your topic. There must be a combination of at least three print resources and at least three electronic resources.

Step 3 Create an Outline:

Organize the ideas for your topic into an outline or graphic organizer. Use this organizer to create a structure for your text.

Step 4 First Draft:

Create a first draft of your research paper. This is not the finished product. It will be edited and revised before completion. The first draft should include all the important information about the topic and create a clear structure for the text.

Step 5 Revision:

Make sure that your text is organized clearly and your ideas are supported by details and facts. This is where you may want to introduce new ideas, rearrange parts of the text, omit portions of the text, or try to explain things in different ways. This step may be repeated several times.

Step 6 Editing:

Check text for spelling, grammar, punctuation, and other mechanical errors.

Step 7 Final Draft:

Use the work you've done editing and revising the text to create a final draft. Be sure to include a list of both print and electronic references.

****You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.***

****Finding a percentage for Student Data Tracking Binders:***

Total points possible= 24 points

$\frac{\text{score}}{24} \times 100 = \text{percentage} \%$

Name: _____

Date: _____

5.W.6,
5.W.7,
5.W.8,
5.W.10

Standards Based Assessment

Score

5TH GRADE COMMON CORE RESEARCH PAPER RUBRIC

5.W.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

5.W.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Above Standard: Level 4	At Standard: Level 3	Approaching Standard: Level 2	Below Standard: Level 1
Relevant information from research sources is summarized and paraphrased. Other relevant information from research sources is cited directly from the text and credited.	Relevant information from research sources is summarized and paraphrased.	Relevant information from research sources is copied directly from sources.	Information from research sources is very sparse or inaccurate.
Body of paper is three or more pages long, not including the list of references.	Body of paper is two pages long, not including the list of references.	Body of paper, including the list of references is two pages long.	Paper is less than two pages long.
Three or more page final draft was written in one sitting.	Two-page final draft was written in one sitting.	Two-page final draft was written in multiple sittings.	Final draft of less than two pages was written in multiple sittings.
Paper shows topic from different aspects or points of view, with an analysis of each aspect or point of view, as well as reasons and details to support each aspect or point of view.	Paper shows topic from different aspects or points of view, with reasons and details to support each aspect or point of view.	Paper shows topic from different aspects or points of view, but does not support those aspects or points of view with reasons and details.	Paper shows topic from a single point of view or a single aspect of a topic.
More than three electronic and three print resources were used and listed as references.	Three electronic and three print resources were used and listed as references.	Two electronic and two print resources were used and listed as references.	Less than two electronic and two print resources were used and listed as references.
Opinion or Informational Text is written to a level 4 standard as per opinion or informational text rubric.	Opinion or Informational Text is written to a level 3 standard as per opinion or informational text rubric.	Opinion or Informational Text is written to a level 2 standard as per opinion or informational text rubric.	Opinion or Informational Text is written to a level 1 standard as per opinion or informational text rubric.

To be used
with:
5.W.9a

Standards Based Assessment

Perry's Pizza

By: Kristine Nannini

Yesterday's school lunch had been a cold, hard peanut butter and jelly sandwich. The cafeteria ran out of chocolate milk, and Perry had run out of money in his lunch account. He shivered a little as he thought of the cold, stale bread he had worked his teeth through at yesterday's lunch. Luckily, he had remembered to bring the ten dollars to school that his uncle had given him for raking the yard.

Perry was just about to take that crisp, folded ten dollar bill from his pocket when he heard his name in a shrill shriek.

"Perry!"

It was Polly. Perry thought her voice sounded like an angry mouse with asthma, and all she talked about was horses. Perry did not want to talk to an out-of-breath, angry mouse about horses. Then the second period bell rang.

"Late," Perry mumbled with his head down. "We'll talk later, Polly," he added as he scrambled into the nearest classroom.

Polly shook her head and let out a wheezy breath as she walked past, wondering why Perry went into the wrong classroom.

Perry eventually made it to the right classroom for second period. But he was really late when he got there, so Mr. Spully sent him to get a pass from the office. He would probably get a detention for being late again, but he thought about the ten dollars in his pocket and the delicious, massive, cheesy pizza he would buy for lunch with it. He strolled into the office with a smile on his face.

"Perry!" He turned quick. It was Polly again. "I need to talk to you," she coughed out. But she was interrupted by the authoritatively loud voice of Mrs. Cangley, the principal.

"Polly," she said "you'll have to talk to the secretary. I think I should deal with Perry now."

Mrs. Cangley held out her hand, pointing for Perry to enter her office. The door shut firmly behind Perry and Mrs. Cangley as Polly walked over to the secretary's desk.

Perry had talked his way out of a detention, and he promised to be more prompt on his way to class. But now he was quickly on his way to lunch. He checked the back of his teeth with his tongue. He didn't want any of yesterday's icy peanut butter to interfere with the saucy, cheesy, pizza goodness he was about to devour. He made his way to the lunch line, grabbed a tray, and hungrily eyed the pizza.

"Perry," the cashier said as he made his way to the register, "you're still out of money in your account. You'll have to get another emergency lunch."

"Oh, but Ms. Evie," Perry beamed, "I am not." He thrust his hand into his pocket and pulled up a new, clean, crisp, folded Pokemon card.

continued on the next page...

To be used
with:
5.W.9a

Standards Based Assessment

Perry's Pizza

By: Kristine Nannini

"What's that for?" Ms. Evie said in a confused voice.

Perry rifled through his pockets. There was nothing else there. All he had was his little brother's Pokemon card.

"Perry, you know," Ms. Evie continued, "I'm going to have to give you an emergency lunch. It's peanut butter and jelly. Don't eat it right away though. It's just out of the freezer."

The hard sandwich vibrated Perry's tray as Ms. Evie dropped it onto the blue plastic. Perry thought he might cry as he walked over to an empty table and crunched on his peanut butter and jelly sandwich alone.

The rest of the day was just no good. Perry didn't remember a thing from social studies class, except that there would be a quiz tomorrow. He still tasted peanut butter at the back of his teeth. Then, just as he closed his locker, the intercom buzzed.

"Perry Walker. Perry Walker please report to the office." The day was over and it still seemed to be getting worse.

When Perry got to the office for the second time in the same day, he went over to the secretary and said, "I believe Mrs. Cangle wants to see me again."

"Oh no, Perry," the secretary replied. "We just wanted to give you this."

Then she handed Perry a small, white envelope. He held it for a second, looked at it and then tore it open. It held a cleanly folded ten dollar bill.

"Polly saw you drop that and brought it to the office."

Suddenly, Perry's stomach felt very empty as he realized that, this time, Polly hadn't wanted to talk about horses.

Name: _____

Date: _____

5.W.9a

Standards Based Assessment

Score

Instructions: Use the passage *Perry's Pizza* to answer the following questions. Be sure to support your answers with information from the text.

- 1.) Explain how Perry's lunches are similar on both days in the story, but also explain how the circumstances surrounding Perry's lunch on those two days are different.

- 2.) Explain why Perry ignored and avoided Polly through most of the story.

5.W.9a

Standards Based Assessment

Answer Key

Instructions: Use the passage *Perry's Pizza* to answer the following questions. Be sure to support your answers with information from the text.

- 1.) Explain how Perry's lunches are similar on both days in the story, but also explain how the circumstances surrounding Perry's lunch on those two days are different.

Perry's lunches are similar on both days in the story because he eats the same lunch both days. In the beginning of the story, the author describes how he ate a cold peanut butter and jelly sandwich. At the end of the story he eats another cold peanut butter and jelly sandwich. We even know it's cold because the cafeteria worker says it had just been in the freezer. The difference in the circumstances surrounding his lunches are that the first day he had a cold peanut butter and jelly sandwich, it was because he was out of money in his lunch account. On the next day, he brought money to school for lunch, but he lost it during the day.

- 2.) Explain why Perry ignored and avoided Polly through most of the story.

Perry ignored Polly because he thought she was annoying. He thought her voice sounded like "an angry mouse with asthma," and Perry also didn't like that she usually wanted to talk about horses. Perry was also focused on eating pizza. The author described how just thinking about pizza made Perry happy even when he had been sent to the principal's office.

5.W.9b

Standards Based Assessment

Using Public Transportation

By: Kristine Nannini

Have you ever had to ask your parents for a ride somewhere? I know that I have, a lot. Sometimes it works out, but sometimes I can't get where I want to go. My parents have a lot of things to do. They often tell me that they're not my chauffeurs. So what can I do when I need to get to the mall or a friend's house? If Mom or Dad can't bring me, I might be able to catch a bus. After trying this a few times, I've figured out that it's not that hard. Traveling via bus to get around takes some getting used to, and it also takes some planning. But if you give it a try, it could be a great way for you to travel. There are just some basics that you need to understand first.

Pick the Right Number

You've probably seen public buses before. They all look pretty much the same, except for what's on the front of them. Each bus that travels the same route will have the same number. That number tells you where that bus goes. So how do you know which bus to board if you see three buses that all look the same, but one has the number 150 across its front, another is labeled 45, and another bus has a sign that reads 73? You'll have to do some research first.

Get Online

Your parents may have had to use paper schedules to tell them which buses went to different parts of the city. Those paper schedules still exist, but I wouldn't recommend trying to use them. I think it's much better to use your local public transportation website to make a detailed plan, or itinerary, for your trip. The website will tell you which buses can take you where you want to go. It will also give you the buses' route numbers, so you won't have to worry about getting on the wrong bus. Most public transportation websites can even tell you how long your bus trip will be!

Count Your Pennies

Another thing you'll learn from the public transportation website is the fare. This is how much your trip will cost. Sometimes shorter bus trips are cheaper than longer ones, but the website will tell you exactly how much you'll have to pay. This is really helpful because you will want to have the exact amount for your fare. Bus drivers don't have a cash register, so you won't get any change back if you pay too much. You usually put the fare into a small machine at the front of the bus. The machine accepts dollars and coins, so if you have a bunch of pennies taking up a lot of space, this is a good way to use them!

continued on the next page...

5.W.9b

Standards Based Assessment

Using Public Transportation

By: Kristine Nannini

For the Greater Good

The main reason you'll probably decide to use public transportation is to get where you need to go, but there are other benefits of riding the bus. In a lot of areas, traffic congestion is a big problem. That's when there are so many cars on the road that it takes a really long time to get anywhere. You've probably been in a traffic jam yourself! If more people ride buses, then less people drive their cars from place to place. Fewer cars on the road mean less traffic for everyone.

Another really important benefit of public transportation is that it reduces automobile emissions. Emissions are the pollutants that come out of cars' tailpipes. If you've ever seen black smoke coming from a car's tailpipe, you might guess that emissions aren't good for the environment. But if there are fewer cars on the road, there are less polluting emissions getting into the air. That's good news for the whole planet!

Riding a bus full of strangers isn't something everyone enjoys doing, but you might be surprised if you try it. Just be sure to remember to plan your trip with the public transportation website. The most important things to know are when to get to the bus stop and how much your fare will be. Oh, and make sure a bus trip is ok with your parents. Maybe they'll even want to ride the bus with you. You may enjoy riding the bus, or you may find out it's not right for you. But you'll never know until you give it a ride.

Name: _____

Date: _____

5.W.9b

Standards Based Assessment

Score

Instructions: Use the passage *Using Public Transportation* to answer the following questions. Be sure to support your answers with information from the text.

- 1.) Explain two benefits that people who don't ride the bus can gain from others who do ride the bus.

- 2.) Describe two tips the author gives about using money to ride the bus and how these tips are helpful.

5.W.9b

Standards Based Assessment

Answer Key

Instructions: Use the passage *Using Public Transportation* to answer the following questions. Be sure to support your answers with information from the text.

- 1.) Explain two benefits that people who don't ride the bus can gain from others who do ride the bus.

Riding a bus is helpful in getting the rider to his or her destination, but the author also describes how other people benefit from public transportation, even if those people don't ride the bus. One benefit for everyone is less traffic on the roads. If more people catch the bus than drive cars around town, fewer cars will be on the highways and roads. Another benefit the author describes is that if fewer cars are on the roads, due to more people riding buses, then there will be fewer cars to pollute the air with harmful emissions.

- 2.) Describe two tips the author gives about using money to ride the bus and how these tips are helpful.

The author gives two tips about using money to ride the bus. The first tip is to have the exact bus fare. This is important because the bus driver will not give any change if you pay more than the required fare. Another helpful money tip the author gives is to use spare change for bus fare. The author even says that using pennies for bus fare would be a good idea for someone who has a lot of spare pennies.

5th Grade
Common Core

Reading
Foundational
Skills
Standards

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Standards Based Assessment

5.RF.3

Student Skills/Concepts and Vocabulary for 5.RF.3:

Core Content: Reading Foundational Skills: Phonics and Word Recognition

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

Skills and/or Concepts for Students:

Students should be able to:

- Use phonics to pronounce unfamiliar multisyllabic words.
- Apply knowledge of roots and affixes in order to decode words and define words.
- Apply knowledge of letter-sound correspondences in order to decode and define words.
- Use a different cueing system (phonics and context clues) to determine pronunciation and meaning of unknown words.
- Understand that when an affix is added to a root word, the affix will change the meaning of the entire word or the part of speech.

Name: _____

Date: _____

Standards Based Assessment

5.RF.3

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.RF.3

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.RF.4

Student Skills/Concepts and Vocabulary for 5.RF.4:

Core Content: Reading Foundational Skills: Phonics and Word Recognition

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills and/or Concepts for Students:

Students should be able to:

- Adjust reading rate according to the purpose for the reading.
- Demonstrate fluent reading in order to comprehend a text.
- Practice multiple readings of the same text.
- Read a variety of texts with expression and appropriate volume according to the context in which it is read.
- Demonstrate appropriate phrasing by paying attention to sentence patterns and structures.
- Notice punctuation as a cue to expression.
- Use context clues and visual clues to guide self-correction.

Name: _____

Date: _____

Standards Based Assessment

5.RF.4

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

You will need:

- A student copy of the **Decoding Words** page
- A teacher copy of the **Decoding Words** page
- A pencil for the student

Procedure:

-This is not a timed assessment. Instead, students must be able to read/decode and define the grade-appropriate list of words.

-There are three lists of ten words. Depending on the time of year, choose the list that best fits; beginning of the year, middle of the year or end of the year. The student must get both the decoding and the definition of the word correct in order to receive a point.

You may choose to assess with all three lists, three times during the year, or if you are using this assessment with the **Student Data Tracking Binders**, you may choose to conduct a pre- and post- assessment only one time in the year. *(If you want to assess with all three lists, three times during the year AND use the **Student Data Tracking Binders**, simply print out 3 graphs for Reading Foundational Skills instead of one for student binders.)*

-Do not allow the students to preview the word list prior to the assessment *(You may use the same word list to test pre/post for the purpose of the **Student Data Tracking Binder**. The above statement just means do not allow students to view the word list directly before the assessment).*

-Place the teacher copy of the decoding words page in front of you, and place the student copy of the decoding words page in front of the student.

-Say to the student:

This is a list of 10 words that all 5th grade students should be able to read and define. When I point to the word, please read it and define it out loud the best you can. If you are unsure, try to give your very best effort. I cannot help you read or define any of the words.

-Any words read incorrectly or defined incorrectly are not counted.

-While scoring, you may quickly jot down what the student said for the definition, (to help with re-teaching) or simply write a ✓ if the definition was correct or an X if the definition was incorrect.

Standards Based Assessment

Teacher Directions: Assessment Example

Teacher assesses the student by listening to the student read/decode and define words accurately. Students are provided with their own student version of the sheet below.

5.RF.3		Teacher Copy- Decoding Words		Score
Student: Jacob A.				
Date: 9/12/13				
Word Count	Beginning of the Year Word List- Multisyllabic Words	Read correctly? ✓ or X	Definition You may choose to write the student's oral definition or give the student a ✓ or X	
1.	elementary	✓	✓	
2.	elevator	✓	✓	
3.	miniature	X	X	Something used to tell time.
4.	permission	✓	✓	The act of being allowed to do something.
5.	curiosity	X	X	unable to give a definition
6.	geography	✓	✓	
7.	character	X	X	unable to give a definition
8.	cooperate	✓	X	To put something in order.
9.	obstacle	✓	✓	
10.	immediate	X	X	unable to give a definition

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Teachers assess the student's ability to define the word in their own words correctly. You can quickly put a ✓ or x.

I often jot down a quick definition in order to gather more information about the student, and for re-teaching purposes.

Teachers assess the student's ability to read the word correctly. You can quickly put a ✓ or x.

5.RF.3

Teacher Copy- Decoding Words

Student:

Date:

Score

Word Count	<u>Beginning of the Year</u> Word List- Multisyllabic Words	Read correctly? ✓ or X	Definition You may choose to write the student's oral definition or give the student a ✓ or X
1.	elementary		
2.	elevator		
3.	miniature		
4.	permission		
5.	curiosity		
6.	geography		
7.	character		
8.	cooperate		
9.	obstacle		
10.	immediate		

5.RF.3

Teacher Copy- Decoding Words

Student:

Date:

Score

Word Count	<u>Middle of the Year</u> Word List- Irregular Spelling	Read correctly? ✓ or X	Definition You may choose to write the student's oral definition or give the student a ✓ or X
1.	acre		
2.	science		
3.	weigh		
4.	soar		
5.	desert		
6.	hoarse		
7.	answer		
8.	scent		
9.	ankle		
10.	knives		

5.RF.3

Teacher Copy- Decoding Words

Student:

Date:

Score

Word Count	<u>End of the Year</u> Word List- Roots and Affixes	Read correctly? ✓ or X	Definition You may choose to write the student's oral definition or give the student a ✓ or X
1.	humorous		
2.	disbelief		
3.	discomfort		
4.	unpredictable		
5.	sensible		
6.	forgettable		
7.	reversible		
8.	hemisphere		
9.	bicycle		
10.	triplet		

Read each word, then give a definition for the word.

Beginning of the Year
Word List

1.	elementary
2.	elevator
3.	miniature
4.	permission
5.	curiosity
6.	geography
7.	character
8.	cooperate
9.	obstacle
10.	immediate

Read each word, then give a definition for the word.

Middle of the Year
Word List

1.	acre
2.	science
3.	weigh
4.	soar
5.	desert
6.	hoarse
7.	answer
8.	scent
9.	ankle
10.	knives

Read each word, then give a definition for the word.

End of the Year
Word List

1.	humorous
2.	disbelief
3.	discomfort
4.	unpredictable
5.	sensible
6.	forgettable
7.	reversible
8.	hemisphere
9.	bicycle
10.	triplet

You will need:

- A student copy of the fluency passage
- A teacher copy of the fluency passage
- A timer
- A pencil

Procedure:

- Administer the one-minute fluency assessment to students individually.
- Do not allow the students to preview the text prior to the assessment.

*(You may use the same passage to test pre/post for the purpose of the **Student Data Tracking Binder**. The above statement just means do not allow students to view the text directly before the assessment.)*

- Place the teacher copy of the fluency passage in front of you, and place the student copy of the fluency passage in front of the student.
- Say to the student:

This passage is titled (Read the title). You will have one minute to read as much as you can. Do your best reading. If you get stuck on a word, I will help you. When I say **begin**, you may start. When I say **stop** you must **stop**. Do you have any questions? **Begin**.

- Start the timer.
- Mark any errors/miscues with a slash above the word. Errors/miscues include:
 - substitutions
 - insertions
 - omissions
 - repetitions
 - reversals
 - non-pronunciations
 - pause too long
 - teacher provided
- Mark any self-corrections the student makes with a sc.
- At the one minute mark say, "stop," and mark the last word read.

Scoring:

-To calculate the student's oral reading fluency:

- Count the number of words read in one minute.
- Subtract the number of errors/miscues made from the number of words read.
- This will give you the correct words per minute (CWPM).

-To record a percentage that aligns with the student's oral reading fluency (for the purpose of the **Student Data Tracking Binder**):

- Decide if it is the beginning of the year, middle of the year, or end of the year.
- Based on the 5th Grade Benchmark Words per Minute calculate the student's percentage towards mastery. *For example: If it is the middle of the year, and a 5th grade student reads 102 CWPM, you would calculate the percentage that 102 CWPM is compared to the 5th Grade middle of the year benchmark of 120 WPM.*

5th Grade Benchmark Words per Minute (WPM)

Beginning of the Year: 100 words per minute

Middle of the Year: 120 words per minute

End of the Year: 130 words per minute

Formula for calculating a percent: (for **Student Data Tracking Binders**)

- Divide the student's correct words per minute (CWPM) by the benchmark words per minute.

Example from above:

$$\frac{102 \text{ (CWPM)}}{120 \text{ (Middle of the year benchmark)}} = 0.85 \times 100 = 85\%$$

5.RF.4

Standards Based Assessment

Scoring Sheet

Student Name: _____

Date/Marking Period: _____

Passage Title: _____

Total words read per minute: _____

Errors: _____ CWPM: _____

% towards mastery: _____

Strategies used:

- | | |
|---|--|
| <input type="radio"/> Rereads | <input type="radio"/> Reads punctuation |
| <input type="radio"/> Makes substitutions/omissions | <input type="radio"/> Expression |
| <input type="radio"/> Self-corrects | <input type="radio"/> Uses decoding strategies |
| <input type="radio"/> High frequency words are accurate | <input type="radio"/> Fluent |

Student notes:

Word Count	Fluency Measure 1: The Little Princess Adapted from: <i>The Little Princess</i> by Francis Burnett	Error Analysis	
		E	SC
13 26 38 50 62 73 86 95	Once upon a time, there was a king and queen who had tried to have children for so many years, that when at last the queen gave birth to a daughter, the king was so overjoyed that he threw a party that was unlike any party the kingdom had ever experienced. He asked all seven fairies in the land to be the fairy godmothers to the little princess. The king was hoping that each fairy godmother might give her a gift, and if they did, his little princess would have everything she could ever imagine.		
107 117 129 140 151 162 175 185 200 212 224 235 236	For the magnificent party, a feast had been laid out for the fairy godmothers. At each seat was set a magnificent plate, with a gold knife and a gold fork studded with diamonds. Just as all the company were seating themselves at the feast, there entered an old fairy godmother who had not been invited to this party. She had not been invited because more than fifty years ago she had locked herself up in a tower, and it was thought that she was either dead or enchanted. The king ordered a seat to be set for her, but it could not be a fancy place setting with a magnificent plate or a gold knife and most certainly not a gold fork studded in diamonds. For the king had only seven fancy settings, and nothing fancy for this old fairy godmother.		

The Little Princess

Adapted from: *The Little Princess* by Francis Burnett

Fluency Passage 1

Once upon a time, there was a king and queen who had tried to have children for so many years, that when at last the queen gave birth to a daughter, the king was so overjoyed that he threw a party that was unlike any party the kingdom had ever experienced. He asked all seven fairies in the land to be the fairy godmothers to the little princess. The king was hoping that each fairy godmother might give her a gift, and if they did, his little princess would have everything she could ever imagine.

For the magnificent party, a feast had been laid out for the fairy godmothers. At each seat was set a magnificent plate, with a gold knife and a gold fork studded with diamonds. Just as all the company were seating themselves at the feast, there entered an old fairy godmother who had not been invited to this party. She had not been invited because more than fifty years ago she had locked herself up in a tower, and it was thought that she was either dead or enchanted. The king ordered a seat to be set for her, but it could not be a fancy place setting with a magnificent plate or a gold knife and most certainly not a gold fork studded in diamonds. For the king had only seven fancy settings, and nothing fancy for this old fairy godmother.

Word Count	Fluency Measure 2: <i>Mary and The Three Goats</i> Adapted from: <i>Marianna and the Three Coyotes</i> by Sean Taylor	Error Analysis	
		E	SC
15	In a far off land, there was once a little girl by the name of		
26	Mary. She was an unhappy child and realized she must run		
37	away. One day, she headed into the mountains to gather wild		
48	flowers, see the flowing rivers, and to chase butterflies. She ran		
61	here, and she ran there, and went so far that she found herself		
74	in a desolate place, where she saw a snug little house in which		
86	three goats lived; but they were not then at home. The door		
98	was open, and Mary pushed it open and found the place to		
112	be quite empty, so she made up her mind to go in boldly, and		
123	look all about the place, not thinking much about who might		
125	live here.		
138	Now, the three goats had gone for a walk a little before Mary		
148	had arrived. The three goats were Daddy Goat, Mommy Goat,		
161	and the Baby Goat; but they had left their refried beans on the		
174	table to cool. So when Mary went into the kitchen, she saw the		
185	three bowls of refried beans. She tasted the largest bowl, which		
197	belonged to the Daddy Goat and found it too spicy; then she		
207	tasted the medium bowl of refried beans, which belonged to		
219	the Mommy Goat, and found it too salty; then she tasted the		
231	smallest bowl, which belonged to the Baby Goat, and it was		
238	just right, and she ate it all up.		

Mary and The Three Goats

Adapted from: *Marianna and the Three Coyotes* by Sean Taylor

Fluency Passage 2

In a far off land, there was once a little girl by the name of Mary. She was an unhappy child and realized she must run away. One day, she headed into the mountains to gather wild flowers, see the flowing rivers, and to chase butterflies. She ran here, and she ran there, and went so far that she found herself in a desolate place, where she saw a snug little house in which three goats lived; but they were not then at home. The door was open, and Mary pushed it open and found the place to be quite empty, so she made up her mind to go in boldly, and look all about the place, not thinking much about who might live here.

Now, the three goats had gone for a walk a little before Mary had arrived. The three goats were Daddy Goat, Mommy Goat, and the Baby Goat; but they had left their refried beans on the table to cool. So when Mary went into the kitchen, she saw the three bowls of refried beans. She tasted the largest bowl, which belonged to the Daddy Goat and found it too spicy; then she tasted the medium bowl of refried beans, which belonged to the Mommy Goat, and found it too salty; then she tasted the smallest bowl, which belonged to the Baby Goat, and it was just right, and she ate it all up.

Word Count	Fluency Measure 3: <i>Princess Ozuma's Throne</i> Adapted from: <i>The Cowardly Lion and Hungry Tiger</i> by Frank Baum	Error Analysis	
		E	SC
15	In the center of the fairy Land of Oz is the most magical of cities called Emerald City. In this magical city there is a beautiful palace and a throne room fit for Princess Ozuma. Princess Ozuma sits in this throne room for an hour each day and stares at the glistening emeralds and listens to all the troubles of her people, which they are sure to tell her about. Around Ozuma's throne, on such occasions, are the most important people of Oz. They are the Scarecrow, Jack Pumpkinhead, Tiktok the Clockwork Man, the Tin Woodman, the Wizard of Oz, the Shaggy Man and other famous fairy people. Little Dorothy usually has a seat at Ozuma's feet, and crouched on either side of the throne are two enormous beasts known as the Hungry Tiger and the Cowardly Lion.		
26			
36			
49			
61			
72			
82			
91			
101			
110			
122	These two beasts are Ozuma's chief guardians. Being that everyone loves the beautiful Princess Ozuma, there has never been any disturbance in the throne room, or anything for the guardians to do but look fierce and solemn and keep quiet until the royal audience is over and the people go away to their homes. Of course no one would dare be naughty while the huge lion and tiger crouch beside the throne.		
133			
138			
147			
156			
167			
178			
190			
201			
210			

Princess Ozuma's Throne

Adapted from: *The Cowardly Lion and Hungry Tiger* by Frank Baum

Fluency Passage 3

In the center of the fairy Land of Oz is the most magical of cities called Emerald City. In this magical city there is a beautiful palace and a throne room fit for Princess Ozuma. Princess Ozuma sits in this throne room for an hour each day and stares at the glistening emeralds and listens to all the troubles of her people, which they are sure to tell her about. Around Ozuma's throne, on such occasions, are the most important people of Oz. They are the Scarecrow, Jack Pumpkinhead, Tiktok the Clockwork Man, the Tin Woodman, the Wizard of Oz, the Shaggy Man and other famous fairy people. Little Dorothy usually has a seat at Ozuma's feet, and crouched on either side of the throne are two enormous beasts known as the Hungry Tiger and the Cowardly Lion.

These two beasts are Ozuma's chief guardians. Being that everyone loves the beautiful Princess Ozuma, there has never been any disturbance in the throne room, or anything for the guardians to do but look fierce and solemn and keep quiet until the royal audience is over and the people go away to their homes. Of course no one would dare be naughty while the huge lion and tiger crouch beside the throne.

5th Grade Common Core

Language Standards

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Standards Based Assessment

5.L.1

Student Skills/Concepts and Vocabulary for 5.L.1:

Core Content: Language: Conventions of Standard English

Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect verb aspects (e.g., I had walked; I have walked; I will have walked).
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions (e.g., either/or; neither/nor; not only/but also).

Skills and/or Concepts for Students:

Students should be able to:

5.L.1a:

- Explain the function of a preposition, interjection, and conjunction in a sentence.
- Properly use a preposition, interjection, and conjunction in a sentence.

5.L.1b:

- Identify whether a verb is in present perfect, past perfect, or future perfect tense (i.e. have/has, had, will have).
- Identify and form the past participle of verbs.
- Realize that the perfect tense is formed by combining the appropriate tense of "to have" + a verb's past participle.

5.L.1c:

- Identify the tense in which a verb is written.
- Change the verbs in a sentence to match time, sequences, states and conditions (e.g. past vs. present, past vs. past participle, etc.).

5.L.1d:

- Identify the timeframe and the associated verb tense in a text.
- Identify when the time frame and verb tenses are incompatible and correct the text using appropriate verb tenses.

5.L.1e:

- Recognize and correctly use correlative conjunctions (e.g. both/and; either/or; neither/nor; not only/but also; etc.).

Name: _____

Date: _____

Standards Based Assessment

5.L.1

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.L.2

Student Skills/Concepts and Vocabulary for 5.L.2:

Core Content: Language: Conventions of Standard English

Standard 2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you!), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Skills and/or Concepts for Students:

Students should be able to:

5.L.2a:

- Recognize a series or sequence of items in a text.
- Demonstrate correct placement of commas to separate items in a series or sequence.

5.L.2b:

- Recognize introductory elements in a sentence.
- Identify whether the introductory element in a sentence is a phrase or a clause.
- Use commas to separate an introductory element from the rest of a sentence.

5.L.2c:

- Identify direct address in a sentence.
- Correctly use commas to separate a direct address from the rest of the sentence.

5.L.2d:

- Recognize the rules for various types of titles (e.g. plays, songs, books, etc.).
- Use underlining, quotation marks, or italics correctly to punctuate titles.

5.L.2e:

- Use patterns and generalizations to spell grade-appropriate words correctly.
- Use knowledge of word structures and word origins to spell grade-appropriate words.

Name: _____

Date: _____

Standards Based Assessment

5.L.2

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.L.2

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.L.2

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.L.3

Student Skills/Concepts and Vocabulary for 5.L.3:

Core Content: Language: Knowledge of Language

Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers, etc.) used in stories, dramas, or poems.

Skills and/or Concepts for Students:

Students should be able to:

5.L.3a:

- Combine and reduce sentences to improve their writing.
- Combine and reduce sentences to improve reader/listener interest and style.

5.L.3b:

- Identify various texts representing diverse cultures, dialects, perspectives, time periods, etc.
- Understand and use different dialects in the English language.
- Determine the effect that formal and informal voice has on meaning and interest in their writing and reading.
- Understand and use formal and informal voice.

Name: _____

Date: _____

Standards Based Assessment

5.L.3

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.L.3

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.L.4

Student Skills/Concepts and Vocabulary for 5.L.4:

Core Content: Language: Vocabulary Acquisition and Use

Standard 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), in print and/or digital media, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Skills and/or Concepts for Students:

Students should be able to:

5.L.4a:

- Use prior knowledge and experiences to determine the meaning of a word or phrase.
- Use clues in the text to help determine the meaning of an unknown word or phrase.

5.L.4b:

- Recognize Greek and Latin root words.
- Use the definition of Greek and Latin roots, prefixes and suffixes to explain the meaning of a new word.
- Recognize common relationships between words that share Greek and Latin root words.

5.L.4c:

- Consult and use various references including dictionaries, thesauruses, glossaries, etc. in print and online.
- Recognize the difference between the various references including dictionaries, thesauruses, glossaries, etc. in print and online.
- Strengthen their writing and vocabulary by consulting appropriate references including dictionaries, thesauruses, glossaries, etc. in print and online.

Name: _____

Date: _____

Standards Based Assessment

5.L.4

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.L.5

Student Skills/Concepts and Vocabulary for 5.L.5:

Core Content: Language: Vocabulary Acquisition and Use

Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Skills and/or Concepts for Students:

Students should be able to:

5.L.5a:

- Recognize and interpret similes and metaphors found in a text.
- Recognize the differences between similes and metaphors found in a text.
- Use figurative language including similes and metaphors correctly to strengthen writing and enhance meaning.

5.L.5b:

- Identify the purpose for idioms, proverbs, and adages.
- Define the meaning of common idioms, proverbs, and adages used in a text.

5.L.5c:

- Recognize how particular words may be defined as synonyms, antonyms, and homographs of each other.
- Use synonyms to vary their writing.
- Use antonyms to vary their writing.
- Understand homographs to avoid common errors when speaking or writing.

Name: _____

Date: _____

Standards Based Assessment

5.L.5

I can: _____

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.L.5

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.L.6

Student Skills/Concepts and Vocabulary for 5.L.6:

Core Content: Language: Vocabulary Acquisition and Use

Standard 6: Acquire and accurately use grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition, etc.).

Skills and/or Concepts for Students:

Students should be able to:

- Understand signal words that show contrast (e.g., nevertheless, by contrast, by comparison, however, etc.) between sentences in a paragraph.
- Understand signal words that show addition (e.g., further, in addition, also, similarly, moreover, first/second/third, etc.) of sentences in a paragraph.
- Understand signal words that show summarization (e.g., in sum, in conclusion, accordingly, overall, finally, lastly, etc.) of sentences in a paragraph.
- Use signal words that show contrast (e.g., nevertheless, by contrast, by comparison, however, etc.) between sentences while speaking or writing.
- Use signal words that show addition (e.g., further, in addition, also, similarly, moreover, first/second/third, etc.) between sentences while speaking or writing.
- Use signal words that show summarization (e.g., in sum, in conclusion, accordingly, overall, finally, lastly, etc.) of sentences while speaking or writing.

Name: _____

Date: _____

Standards Based Assessment

5.L.6

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Name: _____

Date: _____

5.L.1a

Standards Based Assessment

Score

Instructions: Answer the questions below. Be as detailed as possible.

1.) Describe the function of a preposition in a sentence:

2.) Describe the function of a conjunction in a sentence:

3.) Describe the function of an interjection in a sentence:

Instructions: Read the sentence below and answer the following questions.

Hey! Have you seen my dog running around the block?

4.) In the above sentence, **Hey!** is which part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

5.) In the above sentence, around is which part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

Name: _____

Date: _____

5.L.1a

Standards Based Assessment

Score

Instructions: Read the sentence below and answer the following questions.

Ouch! It must have hurt when the player was knocked **off** his feet.

6.) In the above sentence, **Ouch!** is what part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

7.) In the above sentence, **off** is what part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

Instructions: Read the sentence below and answer the following questions.

The weather got very cold, **yet** it wasn't snowing **within** our neighborhood.

8.) In the above sentence, **yet** is what part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

9.) In the above sentence, **within** is what part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

Instructions: Combine these two sentences into one using a conjunction:

10.) You made plans to visit me. I had the flu.

Instructions: Answer the questions below. Be as detailed as possible.

1.) Describe the function of a preposition in a sentence:

A preposition is a word that connects a noun or pronoun to another word in a sentence, showing the relationship between them. Also, a preposition tells a person's or object's location in time or space.

2.) Describe the function of a conjunction in a sentence:

A conjunction connects two words, sentences or clauses.

3.) Describe the function of an interjection in a sentence:

An interjection expresses the emotion or feeling on the part of the speaker.

Instructions: Read the sentence below and answer the following questions.

Hey! Have you seen my dog running around the block?

4.) In the above sentence, **Hey!** is which part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

5.) In the above sentence, around is which part of speech?

- a.) preposition
- b.) conjunction
- c.) interjection
- d.) none of the above

Instructions: Read the sentence below and answer the following questions.

Ouch! It must have hurt when the player was knocked **off** his feet.

6.) In the above sentence, **Ouch!** is what part of speech?

- a.) preposition
- b.) conjunction
- c.) **interjection**
- d.) none of the above

7.) In the above sentence, **off** is what part of speech?

- a.) **preposition**
- b.) conjunction
- c.) interjection
- d.) none of the above

Instructions: Read the sentence below and answer the following questions.

The weather got very cold, **yet** it wasn't snowing **within** our neighborhood.

8.) In the above sentence, **yet** is what part of speech?

- a.) preposition
- b.) **conjunction**
- c.) interjection
- d.) none of the above

9.) In the above sentence, **within** is what part of speech?

- a.) **preposition**
- b.) conjunction
- c.) interjection
- d.) none of the above

Instructions: Combine these two sentences into one using a conjunction:

10.) You made plans to visit me. I had the flu.

Answers may vary. Examples include:

- You made plans to visit me, but I had the flu.
- Although you made plans to visit me, I had the flu.
- You made plans to visit me, yet I had the flu.

Name: _____

Date: _____

5.L.1b

Standards Based Assessment

Score

Instructions: Give the present perfect, past perfect, and future perfect tenses for the underlined verbs below.

1.) To ride

Present perfect tense: _____

Past perfect tense: _____

Future perfect tense: _____

2.) To take

Present perfect tense: _____

Past perfect tense: _____

Future perfect tense: _____

3.) To speak

Present perfect tense: _____

Past perfect tense: _____

Future perfect tense: _____

Name: _____

Date: _____

5.L.1b

Standards Based Assessment

Score

Instructions: The sentences below show verbs in the past tense and past perfect tense. Decide if the verb should be in past tense or past perfect tense, and circle the correct answer:

4.) When Chad went/had gone to play soccer, he already did/had already done his homework.

5.) Jane showed/had shown me the photos that she took/had taken on her trip.

6.) My teacher corrected/had corrected the homework we wrote/had written.

Instructions: Have and has are both verbs in the present perfect tense. Decide if you should use have or has in each sentence below:

7.) Jack and Jill have/has helped around the house.

8.) The students have/has gone outside for recess.

9.) Olivia have/has turned off the light.

10.) It have/has snowed a lot this year.

Instructions: Give the present perfect, past perfect, and future perfect tenses for the underlined verbs below.

1.) To ride

Present perfect tense: have ridden/ has ridden

Past perfect tense: had ridden

Future perfect tense: will have ridden

2.) To take

Present perfect tense: have taken/ has taken

Past perfect tense: had taken

Future perfect tense: will have taken

3.) To speak

Present perfect tense: have spoken/has spoken

Past perfect tense: had spoken

Future perfect tense: will have spoken

5.L.1b

Standards Based Assessment

Answer Key

Instructions: The sentences below show verbs in the past tense and past perfect tense. Decide if the verbs should be in past tense or past perfect tense, and circle the correct answers:

4.) When Chad went/had gone to play soccer, he already did/had already done his homework.

5.) Jane showed/had shown me the photos that she took/had taken on her trip.

6.) My teacher corrected/had corrected the homework we wrote/had written.

Instructions: Have and has are both verbs in the present perfect tense. Decide if you should use have or has in each sentence below:

7.) Jack and Jill have/has helped around the house.

8.) The students have/has gone outside for recess.

9.) Olivia have/has turned off the light.

10.) It have/has snowed a lot this year.

Name: _____

Date: _____

5.L.1c

Standards Based Assessment

Score

Instructions: Complete the sentences below using the verbs from the word bank.

ate
see
eats
seeing

will eat
will see
saw
eat

eating
sees
will have
eaten

- 1.) All of you _____ a special meal tomorrow.
- 2.) Tomorrow you _____ what presents you get at the party.
- 3.) Because we _____ apples today, we will run out tomorrow.
- 4.) I know it will be a good day if I _____ sunshine in the morning.
- 5.) I am _____ my lunch as quickly as I can.
- 6.) He is so healthy because he _____ five servings of fruit a day.
- 7.) By the end of the month, she _____ lunch at school 20 times.
- 8.) He _____ better when he is wearing his eyeglasses.
- 9.) You are _____ the results of the choices you made.
- 10.) He _____ great potential in the young prodigy at the play last week.

Instructions: Complete the sentences below using the verbs from the word bank.

ate	will eat	eating
see	will see	sees
eats	saw	will have
seeing	eat	eaten

- 1.) All of you **will eat** a special meal tomorrow.
- 2.) Tomorrow you **will see** what presents you get at the party.
- 3.) Because we **ate** apples yesterday, we will run out tomorrow.
- 4.) I know it will be a good day if I **see** sunshine in the morning.
- 5.) I am **eating** my lunch as quickly as I can.
- 6.) He is so healthy because he **eats** five servings of fruit a day.
- 7.) By the end of the month, she **will have eaten** lunch at school 20 times.
- 8.) He **sees** better when he is wearing his eyeglasses.
- 9.) You are **seeing** the results of the choices you made.
- 10.) He **saw** great potential in the young prodigy at the play last week.

Name: _____

Date: _____

5.L.1d

Standards Based Assessment

Score

Instructions: Correct the inappropriate verb tenses and rewrite the sentence on the lines.

- 1.) The Revolutionary War will occur as a dispute between the British and the 13 Colonies in 1775.

- 2.) Over the last million years, reptiles develop adaptations in response to challenges in their environment.

- 3.) In the 15th century, explorers of North America will try to prove the Earth was round.

- 4.) In a few months from now, some species of birds migrated south to avoid cold temperatures.

Name: _____

Date: _____

5.L.1d

Standards Based Assessment

Score

5.) Later this year, we learned about Jamestown in our social studies class.

6.) We always took our vitamins and eat our vegetables every day.

7.) When Jack saw the band, he is amazed.

8.) Zack read many books about tropical fish before he went scuba diving.

9.) It was hot for many days before it begin to rain.

10.) John knows Renee for a long time before he had met her family.

Instructions: Correct the inappropriate verb tenses and rewrite the sentence on the lines.

- 1.) The Revolutionary War will occur as a dispute between the British and the 13 Colonies in 1775.

The Revolutionary War occurred as a dispute between the British and the 13 Colonies in 1775.

- 2.) Over the last million years, reptiles develop adaptations in response to challenges in their environment.

Over the last million years, reptiles developed adaptations in response to challenges in their environment.

- 3.) In the 15th century, explorers of North America will try to prove the Earth was round.

In the 15th century, explorers of North America tried to prove the Earth is round.

- 4.) In a few months from now, some species of birds migrated south to avoid cold temperatures.

In a few months from now, some species of birds will migrate south to avoid cold temperatures.

5.L.1d

Standards Based Assessment

Answer Key

5.) Later this year, we learned about Jamestown in our social studies class.

Later this year, we will learn about Jamestown in our social studies class.

6.) We always took our vitamins and eat our vegetables every day.

*Answers may vary:

We always take our vitamins and eat our vegetables every day.

We always took our vitamins and ate our vegetables every day.

7.) When Jack saw the band, he is amazed.

When Jack saw the band, he was amazed.

8.) Zack read many books about tropical fish before he went scuba diving.

Zack had read many books about tropical fish before he went scuba diving.

9.) It was hot for many days before it begin to rain.

It was hot for many days before it began to rain.

10.) John knows Renee for a long time before he had met her family.

John knew Renee for a long time before he had met her family.

or

John had known Renee for a long time before he had met her family.

Name: _____

Date: _____

5.L.1e

Standards Based Assessment

Score

Instructions: Read and answer the question below.

1.) Which of the following are **NOT** correlative conjunctions? (*You may choose more than one*)

- a.) not only/but also
- b.) neither/nor
- c.) sometimes/always
- d.) either/or
- e.) but/and
- f.) because/and
- g.) both/and

Instructions: Use correlative conjunctions to combine the two sentences into one. Write the new sentence on the lines below.

2.) Sam may jog on the treadmill today.
Sam may jog outside today.

3.) Whales are not fish.
Dolphins are not fish.

4.) Mozart was a great composer.
Mozart was a great musician.

Name: _____

Date: _____

5.L.1e

Standards Based Assessment

Score

- 5.) The 5th graders will attend camp this year.
The 6th graders will attend camp this year.

- 6.) Abraham Lincoln was a US President.
Abraham Lincoln was a lawyer.

- 7.) Shrimp are crustaceans.
Lobsters are crustaceans.

Instructions: Complete the sentences below by filling in the blanks with correlative conjunctions.

- 8.) Henry _____ forgot his math homework, _____ forgot to take his lunch to school.

- 9.) The purpose of his exercise program was to _____ get healthy,
_____ get stronger.

- 10.) Laura's poor performance at her soccer game showed that she _____ practiced _____ trained in the off-season.

Instructions: Read and answer the question below.

1.) Which of the following are **NOT** correlative conjunctions? (You may choose more than one)

a.) not only/but also

b.) neither/nor

c.) sometimes/always

d.) either/or

e.) but/and

f.) because/and

g.) both/and

Instructions: Use correlative conjunctions to combine the two sentences into one. Write the new sentence on the lines below.

2.) Sam may jog on the treadmill today.
Sam may jog outside today.

Sam will **either** jog on the treadmill **or** jog outside today.

3.) Whales are not fish.
Dolphins are not fish.

Neither whales **nor** dolphins are fish.

4.) Mozart was a great composer.
Mozart was a great musician.

Answers may vary:

Mozart was **both** a great composer **and** a great musician.

Mozart was **not only** a great composer, **but also** a great musician.

5.L.1e

Standards Based Assessment

Answer Key

- 5.) The 5th graders will attend camp this year.
The 6th graders will attend camp this year.

Both 5th graders **and** 6th graders will attend camp this year.

- 6.) Abraham Lincoln was a US President.
Abraham Lincoln was a lawyer.

Answers may vary:

Abraham Lincoln was **not only** a US President, **but also** a lawyer.
Abraham Lincoln was **both** a US President **and** a lawyer.

- 7.) Shrimp are crustaceans.
Lobsters are crustaceans.

Both shrimp **and** lobsters are crustaceans.

Instructions: Complete the sentences below by filling in the blanks with correlative conjunctions.

- 8.) Henry **not only** forgot his math homework, **but also** forgot to take his lunch to school.

- 9.) The purpose of his exercise program was to **both/not only** get healthy, **and/but also** get stronger.

- 10.) Laura's poor performance at her soccer game showed that she **neither** practiced **nor** trained in the off-season.

Name: _____

Date: _____

5.L.2a

Standards Based Assessment

Score

Instructions: Read the sentences below and place commas where appropriate.

- 1.) Hot dogs hamburgers and pizza were on the lunch menu today.
- 2.) Zeus Poseidon Hades Hermes and Apollo are all gods in Greek mythology.
- 3.) Our cookies had several ingredients: flour sugar butter eggs vanilla and chocolate chips.
- 4.) Sandy's favorite books are *Holes* by Louis Sacher *The Perks of Being a Wallflower* by Stephen Chbosky and *Hatchet* by Gary Paulsen.
- 5.) Although I was way too tired hungry and cranky when I got home I still managed to finish my homework.
- 6.) My dad keeps his tools in an old musty run-down shed behind the house.
- 7.) For their vacation James' family had to choose between skiing in Colorado touring Europe and scuba diving at the Great Barrier Reef.
- 8.) We took five bags of clothes several loads of food and a dozen cases of water to the homeless shelter.
- 9.) Fred twisted his ankle scraped his shin and bruised his knee while learning to skate.
- 10.) Sheila was nervous being in the cold dark damp forest.

Instructions: Read the sentences below and place commas where appropriate.

- 1.) Hot dogs, hamburgers, and pizza were on the lunch menu today.
- 2.) Zeus, Poseidon, Hades, Hermes, and Apollo are all gods in Greek mythology.
- 3.) Our cookies had several ingredients: flour, sugar, butter, eggs, vanilla, and chocolate chips.
- 4.) Sandy's favorite books are *Holes* by Louis Sacher, *The Perks of Being a Wallflower* by Stephen Chbosky, and *Hatchet* by Gary Paulsen.
- 5.) Although I was way too tired, hungry, and cranky when I got home, I still managed to finish my homework.
- 6.) My dad keeps his tools in an old, musty, run-down shed behind the house.
- 7.) For their vacation, James' family had to choose between skiing in Colorado, touring Europe, or scuba diving at the Great Barrier Reef.
- 8.) We took five bags of clothes, several loads of food, and a dozen cases of water to the homeless shelter.
- 9.) Fred twisted his ankle, scraped his shin, and bruised his knee while learning to skate.
- 10.) Sheila was nervous being in the cold, dark, damp forest.

Name: _____

Date: _____

5.L.2b

Standards Based Assessment

Score

Instructions: Decide whether the introductory elements underlined in the sentences below are *phrases* or *clauses*. Write the word *phrase* or *clause* on the line below each sentence.

1.) While jogging outside, a large, dark rain cloud appeared ahead of me.

2.) After we finished skiing, we went inside and had hot cocoa.

3.) If you like Percy Jackson books, you will love the *Hunger Games* books.

4.) Since failing my science test, I have been studying a lot harder.

Name: _____

Date: _____

5.L.2b

Standards Based Assessment

Score

Instructions: Edit the sentences below using commas where necessary. Write the corrected sentence on the lines below. (Note: some sentences may already be correct and require no editing.)

5.) While on our trip we saw tall sturdy sequoia trees.

6.) In science class this year we learned about force mass and acceleration.

7.) As I told you Sir Isaac Newton a famous scientist is best known for developing the Three Laws of Motion.

8.) Watering your plants is necessary to keep them healthy.

9.) While reading about George Washington I learned that he commanded the Continental Army in the Revolutionary War.

10.) Since my dog ate the turkey dinner we ordered takeout.

Instructions: Decide whether the introductory elements underlined in the sentences below are *phrases* or *clauses*. Write the word *phrase* or *clause* on the line below each sentence.

1.) While jogging outside, a large, dark rain cloud appeared ahead of me.

phrase

2.) After we finished skiing, we went inside and had hot cocoa.

clause

3.) If you like Percy Jackson books, you will love the *Hunger Games* books.

clause

4.) Since failing my science test, I have been studying a lot harder.

phrase

Instructions: Edit the sentences below using commas where necessary. Write the corrected sentence on the lines below. (Note: some sentences may already be correct and require no editing.)

5.) While on our trip we saw tall sturdy sequoia trees.

While on our trip, we saw tall, sturdy sequoia trees.

6.) In science class this year we learned about force mass and acceleration.

In science class this year, we learned about force, mass, and acceleration.

7.) As I told you Sir Isaac Newton a famous scientist is best known for developing the Three Laws of Motion.

As I told you, Sir Isaac Newton, a famous scientist, is best known for developing the Three Laws of Motion.

8.) Watering your plants is necessary to keep them healthy.

Correct as written

9.) While reading about George Washington I learned that he commanded the Continental Army in the Revolutionary War.

While reading about George Washington, I learned that he commanded the Continental Army in the Revolutionary War.

10.) Since my dog ate the turkey dinner we ordered takeout.

Since my dog ate the turkey dinner, we ordered takeout.

Name: _____

Date: _____

5.L.2c

Standards Based Assessment

Score

Instructions: Edit the sentences below using commas where necessary.

- 1.) Sarah did you like the *Harry Potter* movies?
- 2.) That's a great idea Greg.
- 3.) Chris you have been kayaking before haven't you?
- 4.) Darnell would you like a bowl of cereal?
- 5.) Maybe but I'll need to check my schedule first Raul.
- 6.) Rachel my mom said that I could go to Cedar Pointe with you.
- 7.) James make sure you wash your hands after using the restroom.
- 8.) It's a difficult situation isn't it?
- 9.) Yes I would like another chicken tender.
- 10.) No my pet is a gerbil not a rat.

Instructions: Edit the sentences below using commas where necessary.

- 1.) Sarah, did you like the *Harry Potter* movies?
- 2.) That's a great idea, Greg.
- 3.) Chris, you have been kayaking before, haven't you?
- 4.) Darnell, would you like a bowl of cereal?
- 5.) Maybe, but I'll need to check my schedule first, Raul.
- 6.) Rachel, my mom said that I could go to Cedar Pointe with you.
- 7.) James, make sure you wash your hands after using the restroom.
- 8.) It's a difficult situation, isn't it?
- 9.) Yes, I would like another chicken tender.
- 10.) No, my pet is a gerbil, not a rat.

Name: _____

Date: _____

5.L.2d

Standards Based Assessment

Score

Instructions: Determine if the categories of titles below should be underlined or put in quotation marks. Write "underlined" or "quotation marks" on the lines below. (Note: Assume that you are punctuating a handwritten text.)

1.) Book titles _____

2.) Titles of book chapters _____

3.) Titles of newspaper articles _____

Instructions: Add underlining or quotation marks in the follow sentences to correctly punctuate the titles.

(Note: assume that you are punctuating a handwritten text.)

4.) Charlotte's Web is a book about a young girl named Fern and a spider named Charlotte.

5.) Next semester, the drama club will perform Footloose, a musical.

6.) My favorite poem is 'Ickle Me, Pickle Me, Tickle Me Too by Shel Silverstein.

7.) Mary will sing America the Beautiful before next week's baseball game.

8.) I read about the Apollo 11 and Challenger spaceships in science class today.

Name: _____

Date: _____

5.L.2d

Standards Based Assessment

Score

Instructions: Write a sentence with a movie title it in, using the correct punctuation.

9.) _____

Instructions: Write a sentence with a song title it in, using the correct punctuation.

10.) _____

Instructions: Determine if the categories of titles below should be underlined or put in quotation marks. Write "underlined" or "quotation marks" on the lines below. (Note: Assume that you are punctuating a handwritten text.)

- 1.) Book titles **underlined**
- 2.) Titles of book chapters **quotation marks**
- 3.) Titles of newspaper articles **quotation marks**

Instructions: Add underlining or quotation marks in the follow sentences to correctly punctuate the titles. (Note: assume that you are punctuating a handwritten text.)

- 4.) Charlotte's Web is a book about a young girl named Fern and a spider named Charlotte.
- 5.) Next semester, the drama club will perform Footloose, a musical.
- 6.) My favorite poem is "'Ickle Me, Pickle Me, Tickle Me Too" by Shel Silverstein.
- 7.) Mary will sing "America the Beautiful" before next week's baseball game.
- 8.) I read about the Apollo 11 and the Challenger spaceships in science class today.

5.L.2d

Standards Based Assessment

Answer Key

Instructions: Write a sentence with a movie title it in, using the correct punctuation.

9.) *Answers will vary:*

I am going to the movies to see Despicable Me 2 this weekend.

Instructions: Write a sentence with a song title it in, using the correct punctuation.

10.) *Answers will vary:*

"Imagine" by John Lennon, is my favorite song in the world!

Name: _____

Date: _____

5.L.2e

Standards Based Assessment

Score

Instructions: Circle the word on each line that is spelled correctly.

1.) chronology chronologie cronology cronologie

2.) economie econemie economy aconomy

3.) government goverment governmint govermint

4.) carachter character charicter charecter

5.) dicshunary dictshionary dictionarie dictionary

6.) antonym antonymn antonim antonimn

7.) accuricy accuracy acuracy accuracie

8.) genra ganra janra genre

9.) inferance inference inferince infirance

10.) metafor metiphor metaphor metifore

5.L.2e

Standards Based Assessment

Answer Key

Instructions: Circle the word on each line that is spelled correctly.

1.) chronology chronologie cronology cronologie

2.) economie econemie economy aconomy

3.) government goverment governmint govermint

4.) carachter character charicter charecter

5.) dicshunary dictshionary dictionarie dictionary

6.) antonym antonymn antonim antonimn

7.) accuricy accuracy acuracy accuracie

8.) genra ganra janra genre

9.) inferance inference inferince infirance

10.) metafor metiphor metaphor metifore

Name: _____

Date: _____

5.L.3a

Standards Based Assessment

Score

Instructions: Use your editing skills to join the sentences together. Make them flow using prepositions or conjunctions from the word bank. You may use the words in the word bank more than once. Write the new sentence on the lines below.

since	although	before	until
yet	and	even if	since
for	because	even though	but

1.) The company had record profits this year. No one is getting raises.

2.) I had a large hole in my rain boot. I had smelly, wet feet at school all day.

3.) Solar technology has been around for many years. Solar technology is not widely used to power homes.

4.) I don't always brush my teeth. I had two cavities. I had to get a filling.

Name: _____

Date: _____

5.L.3a

Standards Based Assessment

Score

5.) Sandy was tired. Sandy was in last place. Sandy wanted to finish the race.

6.) My brother wore my favorite shirt. He did not have my permission.

7.) Golf requires accuracy and skill. Golf also requires many hours of practice.

8.) Jeff was worried that he forgot to wear a Halloween costume. Jeff was relieved that other classmates forgot to wear costumes as well.

9.) Sam was anxious about her math grade. Sam was excited to see that she received an A+.

Date: _____

Standards Based Assessment

10.) Combine and change the sentences in the paragraph below to improve meaning, reader interest, and style. Rewrite the paragraph on the lines below.

Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. Amelia Earhart was an aviation pioneer and author. Amelia Earhart's transatlantic flight made her a celebrity in the United States. Amelia Earhart's accomplishments inspired a generation of female pilots. The female pilots inspired by Earhart included many pilots of the Women's Air Force Service. The Women's Air Force Service performed many flights during World War II.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5.L.3a

Standards Based Assessment

Answer Key

Instructions: Use your editing skills to join the sentences together. Make them flow using prepositions or conjunctions from the word bank. You may use the words in the word bank more than once. Write the new sentence on the lines below.

since	although	before	until
yet	and	even if	since
for	because	even though	but

1.) The company had record profits this year. No one is getting raises.

*Answers may vary:

Although/even though the company had record profits this year, no one is getting raises.

The company had record profits this year, yet no one is getting raises.

2.) I had a large hole in my rain boot. I had smelly, wet feet at school all day.

*Answers may vary:

Since/Because I had a large hole in my rain boot, I had smelly, wet feet at school all day.

3.) Solar technology has been around for many years. Solar technology is not widely used to power homes.

*Answers may vary:

Although/Even though solar technology has been around for many years, it is not widely used to power homes.

Solar technology has been around for years, yet it is not used widely in homes.

4.) I don't always brush my teeth. I had two cavities. I had to get a filling.

*Answers may vary:

Since/Because I don't always brush my teeth, I had two cavities and I had to get a filling.

5.) Sandy was tired. Sandy was in last place. Sandy wanted to finish the race.

Answers may vary:

Although/Even though Sandy was tired and in last place, she wanted to finish the race.

Sandy was tired and in last place, but she wanted to finish the race.

6.) My brother wore my favorite shirt. He did not have my permission.

My brother wore my favorite shirt, even though he did not have my permission.

7.) Golf requires accuracy and skill. Golf also requires many hours of practice.

Golf requires accuracy, skill, and many hours of practice.

8.) Jeff was worried that he forgot to wear a Halloween costume. Jeff was relieved that other classmates forgot to wear costumes as well.

*Answers may vary:

Jeff was worried that he forgot to wear a Halloween costume, yet/but/and relieved that other classmates forgot to wear costumes as well.

9.) Sam was anxious about her math grade. Sam was excited to see that she received an A+.

Sam was anxious about her math grade, but excited to see that she received an A+.

5.L.3a

Standards Based Assessment

Answer Key

10.) Combine and change the sentences in the paragraph below to improve meaning, reader interest, and style. Rewrite the paragraph on the lines below.

Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. Amelia Earhart was an aviation pioneer and author. Amelia Earhart's transatlantic flight made her a celebrity in the United States. Amelia Earhart's accomplishments inspired a generation of female pilots. The female pilots inspired by Earhart included many pilots of the Women's Air Force Service. The Women's Air Force Service performed many flights during World War II.

*Answers will vary. A model answer would eliminate repetitive information, start sentences with different words, and reduce the number of sentences.

Amelia Earhart, an aviation pioneer and author, became a celebrity in the United States for being the first woman to fly solo across the Atlantic Ocean. Her accomplishments inspired many female pilots, including many from the Women's Air Force who performed many flights during World War II.

Name: _____

Date: _____

5.L.3b

Standards Based Assessment

Score

Instructions: Read the sentences to compare and contrast the different spoken dialects. Determine whether the sentences are written in a *formal voice* or an *informal voice*. Write the answer on the lines below.

- 1.) She ain't from around here. _____
- 2.) I heard that she is new to this area. _____
- 3.) What did everyone discuss in my absence? _____
- 4.) What were y'all talkin' about while I was gone? _____
- 5.) I think you would enjoy the football game. _____
- 6.) Guys, you'll have an awesome time at the football game. _____

Instructions: Rewrite the follow sentences using a formal voice.

- 7.) I just love Fiona. She is my BFF.

- 8.) Jim called me to go cruisin' around in his new ride.

Name: _____

Date: _____

5.L.3b

Standards Based Assessment

Score

9.) I told Alex that she needs to chill out when she's at school.

10.) Write your teacher two notes explaining why you don't have your homework today. For the first note, pretend that you are British royalty and that you greet everyone as "Sir" and "Madame." You are very polite and proper. For your second note, pretend that you are California surfer dude whose favorite words are "dude" and "bro." You are very casual and love calling people by nicknames. **(Notes should not be more than 3-4 sentences).**

British royalty:

California Surfer:

Instructions: Read the sentences to compare and contrast the different spoken dialects. Determine whether the sentences are written in a *formal voice* or an *informal voice*. Write the answer on the lines below.

- 1.) She ain't from around here. *informal voice*
- 2.) I heard that she is new to this area. *formal voice*
- 3.) What did everyone discuss in my absence? *formal voice*
- 4.) What were y'all talkin' about while I was gone? *informal voice*
- 5.) I think you would enjoy the football game. *formal voice*
- 6.) Guys, you'd have an awesome time at the football game. *informal voice*

Instructions: Rewrite the follow sentences using a formal voice.

- 7.) I just love Fiona. She is my BFF.

**Answers may vary:*

I love Fiona. She is my best friend.

I love Fiona. She is my most favorite acquaintance.

- 8.) Jim called me to go cruisin' around in his new ride.

**Answers may vary:*

Jim telephoned me to ride in his new car.

Jim telephoned me to take a ride in his new car.

9.) I told Alex that she needs to chill out when she's at school.

Answers may vary:

I advised Alex to relax while she is at school.

I advised Alex to calm her nerves while attending school.

10.) Write your teacher two notes explaining why you don't have your homework today. For the first note, pretend that you are British royalty and that you greet everyone as "Sir" and "Madame." You are very polite and proper. For your second note, pretend that you are California surfer dude whose favorite words are "dude" and "bro." You are very casual and love calling people by nicknames. **(Notes should not be more than 3-4 sentences).**

British royalty:

*Answers will vary:

Dear Madame Teacher,

I am terribly sorry to inform you that my school work has gone missing. It appears that some devious character has stolen it from my belongings. I would be ever so thankful if you would grant me an extension to make up for this horrible event.

Regards,

Henry

California Surfer:

*Answers will vary:

Hey Dudette,

I think some dude like...stole my homework while I was surfing. That was not cool man! It could've been Jack because we haven't been tight bros for awhile. Anyway, it would be way awesome if you could chill out on the whole "due date" thing and let me bring it in later.

Have a Gnarly Day,

Jimbo

Name: _____

Date: _____

5.L.4a

Standards Based Assessment

Score

Instructions: Read the sentences below and use context clues to find the meaning of the underlined word.

- 1.) The quiet, timid boy was new to this school. When we picked teams for dodgeball, he sat off to the side even though I could tell he wanted to play.

The underlined word in the passage most likely means:

- a.) worried
- b.) tired
- c.) shy
- d.) lazy

- 2.) The combative group of holiday shoppers were arguing with each other and wrestling for the last remaining toys on the shelves.

The underlined word in the sentence most likely means:

- a.) helpful
- b.) talkative
- c.) angry
- d.) excited

- 3.) After starting the season with five straight losses, the football team rebelled. They stopped attending practice and stopped listening to anything the coach said. Before the next game started, the players asked for a new coach so that they could finish their season.

The underlined word in the passage most likely means:

- a.) worked together
- b.) turned against
- c.) joined forces
- d.) did not care

- 4.) Empathy is the ability to recognize or feel emotions that other people are feeling.

Which phrase below most closely defines empathy?

- a.) "Don't cry over spilled milk."
- b.) "Absence makes the heart grow fonder."
- c.) "Before you judge a man, walk a mile in his shoes."
- d.) "Keep your friends close and your enemies closer."

Name: _____

Date: _____

5.L.4a

Standards Based Assessment

Score

- 5.) The gregarious cashier at the store made me late for school. Even though I was in a hurry, she told me about her kids, her dog, the weather, and politics. Although she was a very nice and pleasant woman, I didn't know if the conversation would ever end.

The underlined word in the passage most likely means:

- a.) annoying
- b.) clumsy
- c.) talkative
- d.) happy

- 6.) Miss Nannini is so gullible. When a student said that his little brother ate his homework, she believed him.

The underlined word in the passage most likely means:

- a.) smart
- b.) dishonest
- c.) easily tricked
- d.) faithful

- 7.) Although Jimmy didn't mind most vegetables, he loathed broccoli. For a fun game, he always let his mom put the broccoli on his dinner plate so that he could try to feed it to his dog.

The underlined word in the passage most likely means:

- a.) disliked
- b.) enjoyed
- c.) avoided
- d.) feared

- 8.) The police officer was zealous in his pursuit of the bank robbers. He didn't give up even after chasing them on foot for several miles.

The underlined word in the passage most likely means:

- a.) devoted
- b.) careful
- c.) cautious
- d.) confident

Name: _____

Date: _____

5.L.4a

Standards Based Assessment

Score

9.) After the thunderstorm passed and the winds died down, the lake behind my house was placid again. The water looked like glass.

The underlined word in the sentence most likely means:

- a.) wavy
- b.) rough
- c.) sparse
- d.) peaceful

10.) When my brother and I got into an argument, we asked our dad to settle the argument because he loved us equally and would be impartial.

The underlined word in the sentence most likely means:

- a.) fair
- b.) biased
- c.) plays favorites
- d.) makes his decision quick

Instructions: Read the sentences below and use context clues to find the meaning of the underlined word.

- 1.) The quiet, timid boy was new to this school. When we picked teams for dodgeball, he sat off to the side even though I could tell he wanted to play.

The underlined word in the passage most likely means:

- a.) worried
- b.) tired
- c.) shy
- d.) lazy

- 2.) The combative group of holiday shoppers were arguing with each other and wrestling for the last remaining toys on the shelves.

The underlined word in the sentence most likely means:

- a.) helpful
- b.) talkative
- c.) angry
- d.) excited

- 3.) After starting the season with five straight losses, the football team rebelled. They stopped attending practice and stopped listening to anything the coach said. Before the next game started, the players asked for a new coach so that they could finish their season.

The underlined word in the passage most likely means:

- a.) worked together
- b.) turned against
- c.) joined forces
- d.) did not care

- 4.) Empathy is the ability to recognize or feel emotions that other people are feeling.

Which phrase below most closely defines empathy?

- a.) "Don't cry over spilled milk."
- b.) "Absence makes the heart grow fonder."
- c.) "Before you judge a man, walk a mile in his shoes."
- d.) "Keep your friends close and your enemies closer."

- 5.) The gregarious cashier at the store made me late for school. Even though I was in a hurry, she told me about her kids, her dog, the weather, and politics. Although she was a very nice and pleasant woman, I didn't know if the conversation would ever end.

The underlined word in the passage most likely means:

- a.) annoying
- b.) clumsy
- c.) talkative
- d.) happy

- 6.) Miss Nannini is so gullible. When a student said that his little brother ate his homework, she believed him.

The underlined word in the passage most likely means:

- a.) smart
- b.) dishonest
- c.) easily tricked
- d.) faithful

- 7.) Although Jimmy didn't mind most vegetables, he loathed broccoli. For a fun game, he always let his mom put the broccoli on his dinner plate so that he could try to feed it to his dog.

The underlined word in the passage most likely means:

- a.) disliked
- b.) enjoyed
- c.) avoided
- d.) feared

- 8.) The police officer was zealous in his pursuit of the bank robbers. He didn't give up even after chasing them on foot for several miles.

The underlined word in the passage most likely means:

- a.) devoted
- b.) careful
- c.) cautious
- d.) confident

9.) After the thunderstorm passed and the winds died down, the lake behind my house was placid again. The water looked like glass.

The underlined word in the sentence most likely means:

- a.) wavy
- b.) rough
- c.) sparse
- d.) peaceful

10.) When my brother and I got into an argument, we asked our dad to settle the argument because he loved us equally and would be impartial.

The underlined word in the sentence most likely means:

- a.) fair
- b.) biased
- c.) plays favorites
- d.) makes his decision quick

Name: _____

Date: _____

5.L.4b

Standards Based Assessment

Score

Instructions: Match the underlined prefixes to their definition by writing the correct letter on the line.

- | | |
|---|--|
| 1.) _____ two | a.) <u>un</u> helpful, <u>un</u> happy, <u>un</u> usual |
| 2.) _____ behind, later, or after | b.) <u>sub</u> way, <u>sub</u> marine, <u>sub</u> zero |
| 3.) _____ the opposite of, not, or negative | c.) <u>post</u> pone, <u>post</u> mark, <u>post</u> industrial |
| 4.) _____ below or underneath | d.) <u>b</u> icycle, <u>b</u> icentennial, <u>b</u> inoculars |
| 5.) _____ before | e.) <u>pre</u> pare, <u>pre</u> school, <u>pre</u> dict |

Instructions: Read the three words and their definitions below. Determine the common root and define it using information from the given definitions.

- 6.) "disrupt" - to break apart or destroy something (usually temporarily)
"erupt" - to emerge violently from a restraint or break away violently
"rupture" - the process of breaking open or bursting

Common Root: _____

Definition: _____

- 7.) "geology" - the study of the earth's development, history of its life forms, and materials of which it is made

"geothermal" - relating to, or caused by, the internal heat of the earth

"geographer" - a person who scientifically studies the earth

Common Root: _____

Definition: _____

Name: _____

Date: _____

5.L.4b

Standards Based Assessment

Score

- 8.) "automobile" – a vehicle which moves by means of power within itself, or self-propelling
"autobiography" - an account of a one's life written by one's self
"autonomy" - independence or self-governing

Common Root: _____

Definition: _____

Instructions: Write two words using the suffix given, and use what you know about those words to find the meaning of the suffix.

9.) "-able"

_____ -able

_____ -able

What is the meaning of the suffix –able?

10.) "-cycle"

_____ -cycle

_____ -cycle

What is the meaning of the suffix –cycle?

Instructions: Match the underlined prefixes to their definition by writing the correct letter on the line.

- | | | | |
|-----|---|-----------------------------------|--|
| 1.) | d | two | a.) <u>un</u> helpful, <u>un</u> happy, <u>un</u> usual |
| 2.) | c | behind, later, or after | b.) <u>sub</u> way, <u>sub</u> marine, <u>sub</u> zero |
| 3.) | a | the opposite of, not, or negative | c.) <u>post</u> pone, <u>post</u> mark, <u>post</u> industrial |
| 4.) | b | below or underneath | d.) <u>b</u> icycle, <u>b</u> icentennial, <u>b</u> inoculars |
| 5.) | e | before | e.) <u>pre</u> pare, <u>pre</u> school, <u>pre</u> dict |

Instructions: Read the three words and their definitions below. Determine the common root and define it using information from the given definitions.

- 6.) "disrupt" - to break apart or destroy something (usually temporarily)
"erupt" - to emerge violently from a restraint or break away violently
"rupture" - the process of breaking open or bursting

Common Root: "rupt"

Definition: to break, tear or burst

- 7.) "geology" - the study of the earth's development, history of its life forms, and materials of which it is made
"geothermal" - relating to, or caused by, the internal heat of the earth
"geographer" - a person who scientifically studies the earth

Common Root: "geo"

Definition: relating to earth

- 8.) "automobile" - vehicle which moves by means of power within itself, or self-propelling
"autobiography" - an account of a one's life written by one's self
"autonomy" - independence or self-governing

Common Root: "auto"

Definition: of or by oneself

Instructions: Write two words using the suffix given, and use what you know about those words to find the meaning of the suffix.

9.) "-able"

Answers will vary:

- adore-able - able to be adored
- depend-able - able to be depended on, reliable
- break-able - something you are able to break

What is the meaning of the suffix -able?

Capable of or suitable for.

10.) "-cycle"

- motor-cycle - a wheeled vehicle propelled by a motor
- bi-cycle - a two-wheeled vehicle
- tri-cycle - a three-wheeled vehicle

What is the meaning of the suffix -cycle?

circle or with wheels

Name: _____

Date: _____

5.L.4c

Standards Based Assessment

Score

Instructions: Use a dictionary, thesaurus, and an educational textbook in order to answer the questions below.

1.) Which of following is not found in a dictionary?

- a.) definitions
- b.) word pronunciations
- c.) topics and events
- d.) parts of speech

2.) What kind of information is generally found in a thesaurus? List all of the types of information that you find.

3.) Which reference book would you use to find the definition of the word **colony**? Write one of the definitions that you found.

4.) Which reference book would you use if you wanted to figure out how to pronounce the word **knight**? Write its pronunciation as you see it in the reference book.

5.) Which reference book would you use to find synonyms and antonyms for a word?

Name: _____

Date: _____

5.L.4c

Standards Based Assessment

Score

- 6.) If you wanted to find the part of speech for the word **exercise**, you would use which reference book? Can exercise be more than one part of speech? Explain how you know.

- 7.) Define the word **clue** in your own words and check your knowledge of the meaning by consulting a reference book. Write down the reference definition after your own definition.

Your definition: _____

Reference definition: _____

- 8.) As you're reading your science textbook, you see the word **photosynthesis** highlighted in bold letters. Which reference in a textbook would help you to define this word?

- 9.) What reference book would you use if you wanted to figure out how to pronounce the word **autumn**? Write its pronunciation as you see it in the reference book.

- 10.) Consult a reference to define the word "boisterous." Show your understanding of the word's definition by using it in a sentence.

Instructions: Use a dictionary, thesaurus, and an educational textbook in order to answer the questions below.

1.) Which of following is not found in a dictionary?

- a.) definitions
- b.) word pronunciations
- c.) topics and events
- d.) parts of speech

2.) What kind of information is generally found in a thesaurus? List all of the types of information that you find.

*Answers may vary:

Generally speaking, a thesaurus contains synonyms and antonyms of a word.

3.) Which reference book would you use to find the definition of the word **colony**? Write one of the definitions that you found.

*Answers and definitions may vary:

-Dictionary or glossary of a textbook.

Colony- a body of people living in a new territory but retaining ties with the parent state*

*Taken from Merriam Webster Online Dictionary

4.) Which reference book would you use if you wanted to figure out how to pronounce the word **knight**? Write its pronunciation as you see it in the reference book.

*Answers may vary:

In general, you would look in a dictionary for a pronunciation. More recently other references such as a glossary and thesaurus may contain a pronunciation.

pronunciation: knight: \ˈnɪt\

5.) Which reference book would you use to find synonyms and antonyms for a word?

*Answers may vary:

In general, you would look in a thesaurus for synonyms and antonyms. More recently, dictionaries also contain synonyms and antonyms.

6.) If you wanted to find the part of speech for the word **exercise**, you would use which reference book? Can exercise be more than one part of speech? Explain how you know.

*Answers may vary:

In general, you would look in a dictionary to find the parts of speech. Exercise can be either a noun or a verb. Students can explain how they know by using it in a sentence, finding it in a dictionary, or looking at how the word is defined or used in sentences in the dictionary.

7.) Define the word **clue** in your own words and check your knowledge of the meaning by consulting a reference book. Write down the reference definition after your own definition.

*Answers may vary:

Your definition: a piece of information that leads to the solution of a problem

Reference definition: something that guides through an intricate procedure or maze of difficulties*

*Example from Merriam Webster Online Dictionary

8.) As you're reading your science textbook, you see the word **photosynthesis** highlighted in bold letters. Which reference in a textbook would help you to define this word?

Glossary

9.) What reference book would you use if you wanted to figure out how to pronounce the word **autumn**? Write its pronunciation as you see it in the reference book.

*Answers may vary:

In general, you would look in a dictionary for a pronunciation. More recently other references such as a glossary and thesaurus may contain a pronunciation.

pronunciation: autumn: \ˈɒ-təm*

*Example from Merriam Webster Online Dictionary

10.) Consult a reference to define the word "boisterous." Show your understanding of the word's definition by using it in a sentence.

*Answers may vary:

Definition: marked by or expressive of exuberance and high spirits *

*Example from Merriam Webster Online Dictionary

Sentence: The crowd's cheer was boisterous after the team won the Super Bowl.

Name: _____

Date: _____

5.L.5a

Standards Based Assessment

Score

Instructions: Answer the questions below. Be as detailed as possible.

1.) What is a simile? Be specific:

2.) What is a metaphor? Be specific:

3.) Are there any differences between similes and metaphors? If yes, explain:

Read the sentences below and write after each sentence whether it is a simile, a metaphor, or neither.

4.) The tornado sounded like a freight train. _____

5.) Jimmy is a human calculator. _____

6.) Shelly is a hibernating bear when she sleeps. _____

7.) The sun is warm and bright. _____

Name: _____

Date: _____

5.L.5a

Standards Based Assessment

Score

8.) Read the poem below to determine where the author uses similes. Then, write all the similes you found on the lines below, and write what the author is comparing in each.

"Flint"

by Christina Rossetti

An emerald is as green as grass;
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.
A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

Simile:

What's being compared:

Name: _____

Date: _____

5.L.5a

Standards Based Assessment

Score

9.) Read the poem below and answer the following questions:

"Roses"

by George Eliot (1819-1880)

You love the roses - so do I.

I wish the sky would rain down roses,
As they rain from off the shaken bush.

Why will it not?

Then all the valley would be pink and white and soft to tread on.

They would fall as light as feathers, smelling sweet;
And it would be like sleeping and like waking, all at once!

What is the author comparing in the line: "They would fall as light as feathers?" Is this line a simile or metaphor?

10.) John cannot keep his room clean. He never makes his bed or pushes in his dresser drawers. Although his mom asks him to clean it every day, there are clothes and junk everywhere. Write a simile about John's room and explain why your sentence is a simile. Write a metaphor about John's room and explain why your sentence is a metaphor.

Instructions: Answer the questions below. Be as detailed as possible.

1.) What is a simile? Be specific:

A figure of speech used to compare two things that are not alike, using like or as.

2.) What is a metaphor? Be specific:

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

3.) Are there any differences between similes and metaphors? If yes, explain:

Yes. The most basic difference is that a simile compares two unlike things by using like or as. Metaphors do not have the explicit comparison words like or as. A metaphor says that one thing actually is another thing. A simile just says that one thing is like another thing.

Read the sentences below, and write after each sentence whether it is a simile, a metaphor, or neither.

4.) The tornado sounded like a freight train. **simile**

5.) Jimmy is a human calculator. **metaphor**

6.) Shelly is a hibernating bear when she sleeps. **metaphor**

7.) The sun is warm and bright. **neither**

5.L.5a

Standards Based Assessment

Answer Key

8.) Read the poem below to determine where the author uses similes. Then, write all the similes you found on the lines below, and write what the author is comparing in each.

"Flint"

by Christina Rossetti

An emerald is as green as grass;
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.
A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

Simile:

What's being compared:

An emerald is as green as grass.

The color of the emerald to the color of grass.

A ruby red as blood.

The color of the ruby to the color of blood.

A sapphire shines as blue as heaven

The shining light/color of the sapphire to the shining brightness of the sky/heavens

9.) Read the poem below and answer the following questions:

"Roses"
by George Eliot (1819-1880)
You love the roses - so do I.
I wish the sky would rain down roses,
As they rain from off the shaken bush.
Why will it not?
Then all the valley would be pink and white and soft to tread on.
They would fall as light as feathers, smelling sweet;
And it would be like sleeping and like waking, all at once!

What is the author comparing in the line: "They would fall as light as feathers?" Is this line a simile or metaphor?

The author is comparing how lightly a rose would fall from the sky to how lightly a feather would fall from the sky. This is a simile.

10.) John cannot keep his room clean. He never makes his bed or pushes in his dresser drawers. Although his mom asks him to clean it every day, there are clothes and junk everywhere. Write a simile about John's room and explain why your sentence is a simile. Write a metaphor about John's room and explain why your sentence is a metaphor.

*Answers will vary:

John's room is as dirty as a pigpen. This is a simile. John's room is not an actual pigpen, but the author is comparing it to a pigpen using the word as, which makes this a simile.

John's room is a pigpen. This sentence is a metaphor because we are saying John's room is an actual pigpen rather than comparing it to a pigpen. This makes it a metaphor.

Name: _____

Date: _____

5.L.5b

Standards Based Assessment

Score

Instructions: Fill in the blanks to complete each idiom, proverb or adage.

1.) All work and no _____ makes Jack a dull boy.

2.) There's no use crying over spilled _____ .

3.) Birds of a _____ flock together.

4.) No _____ is good news.

5.) Break a _____ .

Instructions: Read each sentence and write the meaning of the idiom, proverb or adage on the lines.

6.) Don't put all of your eggs in one basket.

7.) The early bird catches the worm.

8.) You're barking up the wrong tree.

9.) I'm like a fish out of water.

10.) Did you wake up on the wrong side of the bed?

Instructions: Fill in the blanks to complete each idiom, proverb or adage.

1.) All work and no **play** makes Jack a dull boy.

2.) There's no use crying over spilt **milk**.

3.) Birds of a **feather** flock together.

4.) No **news** is good news.

5.) Break a **leg** .

Instructions: Read each sentence and write the meaning of the idiom, proverb or adage on the lines.

6.) Don't put all of your eggs in one basket.

Don't risk losing everything by putting all your efforts or all your money into one plan or one course of action.

7.) The early bird catches the worm.

If you wake up and get to work early, you will succeed.

8.) You're barking up the wrong tree.

To direct your attention or efforts towards the wrong person or thing, have the wrong idea about something.

9.) I'm like a fish out of water.

A person who is out of his or her usual place, someone who doesn't fit in or is helpless in a situation.

10.) Did you wake up on the wrong side of the bed?

To begin the day feeling unhappy and uncomfortable.

Name: _____

Date: _____

5.L.5c

Standards Based Assessment

Score

Instructions: Read each sentence below and choose the correct meaning of the homograph.

1.) The little girl wore a bow in her hair on her birthday.

- a.) A tied knot with two loops and two loose ends
- b.) A bend in the head or upper body, usually a sign of respect

2.) The teacher did not accept the student's homework because of the large tear in the corner of the paper.

- a.) A hole or split in something caused by having it pulled forcefully
- b.) A drop of clear salty liquid released from glands in a person's eye

3.) The president will present his speech to a group of Navy veterans this afternoon.

- a.) The period of time occurring now
- b.) To give something (to someone) formally or ceremonially
- c.) A gift

4.) The empty swing will rock back and forth if the wind picks up.

- a.) To cause to shake or sway violently
- b.) A mass of stone projecting out of the ground

Name: _____

Date: _____

5.L.5c

Standards Based Assessment

Score

Instructions: Fix the story by crossing off and replacing each bolded/italicized word with an antonym and each underlined word with a synonym. Write the new words above the original words.

"Alright now, on your toes, fellas! Let's focus now," urged Satch, the Redbirds' catcher, who was patting his fist into his mitt.

"Look **sleepy** boys! We only need two more outs!" Coach Chuck exclaimed.

It was the Summer of 2013, and the Redbirds were about to accomplish something that had never been done before in Little League Baseball history. No team had ever **started** the season with a perfect 10-0 record. The Redbirds had a perfect 9-0 record heading into their final game against the Birmingham Dodgers. The atmosphere at the game was electric and the crowds had grown both **smaller** and **quieter** as the Redbirds inched closer to history. Although the brims of their red caps were pulled down low over their faces, the Redbirds' players couldn't mask their **sadness**. Nearing the end of the game, Coach Chuck signaled to the bullpen which meant one thing. It was time for Ace Barnes, the Redbirds' closing pitcher, to do the **different** thing he had already done 9 times this season.

"STEEE-RIKE ONE!" shrieked the ump, pointing to his right after a dazzling curve-ball from Ace.

Just as all signs pointed to another signature Redbirds' win, something went wrong. "Ace, what happened? Are you alright?" asked Satch, who was struggling to keep the sweat from his forehead from stinging his eyes. Ace didn't have to say anything because it was clear from his face that he was hurting. Satch and the rest of his teammates did their best to console the injured star pitcher.

"We got your back. We won't let you down," added Jimmy, the Redbirds' star center-fielder.

As he was **entering** the field, Ace gave the fans a big thumbs-up. The crowd cheered him off the field and **criticized** him for the great job he had done all season. The usually stone-faced pitcher couldn't stop himself from cracking a big smile from the applause. Ace **entered** the field and the cheering quickly faded. Coach Chuck quickly regrouped the players around the pitcher's mound and told them to win for their teammate.

Instructions: Read each sentence below and choose the correct meaning of the homograph.

1.) The little girl wore a bow in her hair on her birthday.

a.) A tied knot with two loops and two loose ends

b.) A bend in the head or upper body, usually a sign of respect

2.) The teacher did not accept the student's homework because of the large tear in the corner of the paper.

a.) A hole or split in something caused by having it pulled forcefully

b.) A drop of clear salty liquid released from glands in a person's eye

3.) The president will present his speech to a group of Navy veterans this afternoon.

a.) The period of time occurring now

b.) To give something (to someone) formally or ceremonially

c.) A gift

4.) The empty swing will rock back and forth if the wind picks up.

a.) To cause to shake or sway violently

b.) A mass of stone projecting out of the ground

***Answers will vary:**

"Alright now, on your toes, fellas! Let's focus now," urged Satch, the Redbirds' catcher, who was patting his fist into his mitt.

"Look ~~sleepy~~ ^{alive} boys! We only need two more outs!" Coach Chuck ~~exclaimed~~ ^{shouted}.

It was the Summer of 2013, and the Redbirds were about to accomplish something that had never been done before in Little League Baseball history. No team had ever ~~started~~ ^{finished} the season with a ~~perfect~~ ^{flawless} 10-0 record. The Redbirds had a perfect 9-0 record heading into their final game against the Birmingham Dodgers. The atmosphere at the game was ~~electric~~ ^{thrilling} and the crowds had grown both ~~smaller~~ ^{larger} and ~~quieter~~ ^{louder} as the Redbirds inched closer to history. Although the brims of their red caps were pulled down low over their faces, the Redbirds' players couldn't mask their ~~sadness~~ ^{happiness}. Nearing the end of the game, Coach Chuck ~~signaled~~ ^{gestured} to the bullpen which meant one thing. It was time for Ace Barnes, the Redbirds' closing pitcher, to do the ~~different~~ ^{same} thing he had already done 9 times this season.

"STEEE-RIKE ONE!" ~~shrieked~~ ^{wailed} the ump, pointing to his right after a ~~dazzling~~ ^{flashy} curve-ball from Ace.

Just as all signs pointed to another signature Redbirds' win, something went wrong. "Ace, what happened? Are you alright?" asked Satch, who was struggling to keep the sweat from his forehead from stinging his eyes. Ace didn't have to say anything because it was clear from his face that he was hurting. Satch and the rest of his teammates did their best to ~~console~~ ^{cheer up} the injured star pitcher.

"We got your back. We won't let you down," added Jimmy, the Redbirds' star center-fielder.

As he was ~~entering~~ ^{exiting} the field, Ace gave the fans a big thumbs-up. The crowd cheered him off the field and ~~criticized~~ ^{congratulated} him for the great job he had done all season. The usually stone-faced pitcher couldn't stop himself from cracking a big smile from the applause. Ace ~~entered~~ ^{exited} the field and the cheering quickly faded. Coach Chuck quickly regrouped the players around the pitcher's mound and told them to win for their teammate.

Name: _____

Date: _____

5.L.6

Standards Based Assessment

Score

Instructions: Read the passage below and use the appropriate signal words or phrases from the word bank to complete the paragraph.

Further By comparison In addition In conclusion

We need to start using more solar energy to save our planet. Over the last century, coal has been the largest source of energy in the world. The problem with using coal is that it's not renewable, which means that we will eventually run out of it. 1.) _____, when we turn coal into usable energy, we produce carbon dioxide which pollutes our environment. 2.) _____, solar energy will never run out because it's produced by capturing sunlight. 3.) _____ to being renewable, it's much less harmful to the environment than coal. 4.) _____, everyone should try their best to think of ways we can use more solar energy and less coal in our everyday lives.

Name: _____

Date: _____

5.L.6

Standards Based Assessment

Score

Instructions: Read the passage below and use the appropriate signal words or phrases from the word bank to complete the paragraph.

Second Next Lastly However First Third

Let me tell you how my Aunt Sally makes her world famous chocolate chip cookies. 5.) _____, you preheat the oven to 350°. 6.) _____, you mix a stick of butter, salt, white sugar, brown sugar, and baking soda in a bowl. 7.) _____, you beat in the eggs one at a time and then stir in the vanilla. 8.) _____, you stir in flour, chocolate chips, and nuts until you have cookie batter. 9.) _____, spoon the batter onto a non-stick pan for baking. If you like soft and chewy cookies, you should bake them for 10 to 11 minutes. 10.) _____, if you like crispy cookies you should bake them for 12 to 14 minutes.

5.L.6

Standards Based Assessment

Answer Key

Instructions: Read the passage below and use the appropriate signal words or phrases from the word bank to complete the paragraph.

Further By comparison In addition In conclusion

We need to start using more solar energy to save our planet. Over the last century, coal has been the largest source of energy in the world. The problem with using coal is that it's not renewable, which means that we will eventually run out of it. 1.) **Further**, when we turn coal into usable energy, we produce carbon dioxide which pollutes our environment. 2.) **By comparison**, solar energy will never run out because it's produced by capturing sunlight. 3.) **In addition** to being renewable, it's much less harmful to the environment than coal. 4.) **In conclusion**, everyone should try their best to think of ways we can use more solar energy and less coal in our everyday lives.

5.L.6

Standards Based Assessment

Answer Key

Instructions: Read the passage below and use the appropriate signal words or phrases from the word bank to complete the paragraph.

Second Next Lastly However First Third

Let me tell you how my Aunt Sally makes her world famous chocolate chip cookies. 5.) **First**, you preheat the oven to 350°. 6.) **Second**, you mix a stick of butter, salt, white sugar, brown sugar, and baking soda in a bowl. 7.) **Third**, you beat in the eggs one at a time and then stir in the vanilla. 8.) **Next**, you stir in flour, chocolate chips, and nuts until you have cookie batter. 9.) **Lastly**, spoon the batter onto a non-stick pan for baking. If you like soft and chewy cookies, you should bake them for 10 to 11 minutes. 10.) **However**, if you like crispy cookies you should bake them for 12 to 14 minutes.

5th Grade Common Core

Speaking and Listening Standards

©Kristine Nannini

www.youngteacherlove.blogspot.com

Standards Based Assessment

5.SL.1

Student Skills/Concepts and Vocabulary for 5.SL.1:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.1

I can: _____

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.SL.2

Student Skills/Concepts and Vocabulary for 5.SL.2:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.2

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.SL.3

Student Skills/Concepts and Vocabulary for 5.SL.3:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.3

I can: _____

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.SL.4

Student Skills/Concepts and Vocabulary for 5.SL.4:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.4

I can: _____

I can: _____

I can: _____

I can: _____

Name: _____

Date: _____

Standards Based Assessment

5.SL.4

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.SL.5

Student Skills/Concepts and Vocabulary for 5.SL.5:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 5: Include multimedia components (e.g., graphics, sound, etc.) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.5

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Standards Based Assessment

5.SL.6

Student Skills/Concepts and Vocabulary for 5.SL.6:

Core Content: Speaking and Listening: Comprehension and Collaboration

Standard 6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

****Skills and/or Concepts for
Students to Master Outlined in
Rubric***

Name: _____

Date: _____

Standards Based Assessment

5.SL.6

I can: _____

I can: _____

Testing Information

Assessment Type	Date Tested	Score/Percentage
Pre-Assessment		
Post-Assessment		

Dear Teachers,

The Speaking and Listening standards and substandards are a very complex set of standards. Fortunately, I have studied each of these standards and broken them down into easy to understand rubrics.

The rubrics I have created are classroom tested and are to be used to assess your students' speaking and listening skills throughout the year. I believe that the rubrics I have created will help you gain a better understanding of the standards as well as how to track your students' development with regards to speaking and listening.

These rubrics allow for natural observations of your students. I designed them in such a way that teachers can assess their students with ease, and students can easily transfer the assessment data into their **Student Data Tracking Binders**.

Please see the pages titled **Teacher Directions** for a step-by-step implementation guide of the Speaking and Listening standards assessments.

Thank you!
-Kristine Nannini-

5.SL.1 –
5.SL.6

Standards Based Assessment

Teacher Directions

You will need:

- A **5th Grade Common Core Speaking and Listening Rubric** for standards 1, 2, 3, 4, 5, and 6 for each one of your students.
- A **Standards Scoring Sheet** for standards 1, 2, 3, 4, 5, and 6 for each one of your students.

Procedure:

- Teachers will use the rubrics provided to give their students a score for each Speaking and Listening standard and substandard.
- Teachers are to assess their students' level of mastery (Level 1- lowest and Level 4- highest) for the various skills using the attached rubrics.
- Mark students' mastery level on the grading sheet provided.

To use with Student Data Tracking Binders/Graphing Student Results:

- For standards broken up into substandards, students will combine the points earned for each substandard in order to graph their results for the main standard. (for example, SL.1 has SL.1a, SL.1b, etc.. Students will combine points for SL.1a, SL.1b, etc. in order to graph their score for the overall main standard SL.1.)
- Give students 1 point if they are a level 3 or a level 4 in a particular "Essential Skill."
- Mark 0 points if the student is a level 1 or a level 2 in a particular "Essential Skill."
- Add up the total points on all of the individual rubrics and divide them by the number found at the bottom of the grading sheet to find each student's score.
- Report each student's score back to them in order for them to graph their results.

*****See an example of a student's completed rubric and score sheet on the following pages for clarity.***

Standards Based Assessment

Teacher Directions: Assessment Example

Teacher assesses student by circling the level the student is on during that assessment period.

5.SL.3

Standards Based Assessment

Score

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (assessed throughout the year).

Essential Skills	Level 4	Level 3	Level 2	Level 1
Listens Effectively	Listens attentively and respectfully to other speakers.	Listens attentively to other speakers.	Listens some of time when others are speaking.	Rarely listens when others are speaking.
Takes Notes	Able to successfully take notes and record information in a variety of formats (written and computer) while listening to a speaker.	Able to effectively take notes and record information in a variety of formats (written and computer) while listening to a speaker.	Shows some ability to take notes and record information in a variety of formats (written and computer) while listening to a speaker.	Shows limited ability to take notes and record information in a variety of formats (written and computer) while listening to a speaker.
Identifies Main Ideas and Key Points	Easily identifies the main ideas and key points from a speaker.	Shows ability and usually able to identify the main ideas and some key points from a speaker.	Shows some ability and sometimes is able to identify the main ideas and some or limited points from a speaker.	Shows limited or no ability to identify the main ideas or key points from a speaker.
Evaluates Key Points	Easily able to explain how main ideas are supported or challenged by key details from a speaker.	Shows ability and usually able to explain how main ideas are supported or challenged by key details from a speaker.	Shows some ability and sometimes is able to explain how main ideas are supported or challenged by key details from a speaker.	Shows limited or no ability to explain how main ideas are supported or challenged by key details from a speaker.
Summarizes Information	Easily able to summarize main ideas and key points from a text read aloud or summarize information in different media formats. Summary is decisive without extra irrelevant information.	Shows ability to summarize main ideas and key points from a text read aloud or summarize information in different media formats. Summary may have limited irrelevant information.	Shows some ability to summarize main ideas and key points from a text read aloud or summarize information in different media formats. Summary has irrelevant information or lacks important details.	Shows limited ability to summarize main ideas and key points from a text read aloud or summarize information in different media formats. Struggles to identify the main idea and key details.
Commands Vocabulary	Easily uses new vocabulary. Rarely makes mistakes. Frequently integrates new vocabulary when speaking and summarizing.	Can usually use new vocabulary. Makes occasional mistakes. Occasionally integrates new vocabulary when speaking and summarizing.	Attempts to use new vocabulary. Sometimes makes mistakes and uses vocabulary incorrectly. Rarely integrates new vocabulary when speaking and summarizing.	Uses a limited vocabulary. Frequently makes mistakes and rarely uses new vocabulary correctly. Never integrates new vocabulary when speaking and summarizing.

Standards Based Assessment

Teacher Directions: Assessment Example

Teacher then inputs the student's information from the **5th Grade Common Core Speaking and Listening Rubric** score into the **Standards Scoring Sheet**.

5.SL.3 Standards Based Assessment		Score 83 %
Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Listens effectively	4	1
Takes notes	4	1
Identifies main ideas and key points	3	1
Evaluates key points	2	0
Summarizes information	3	1
Commands vocabulary	3	1
Total Points= 5		83 %

Look at the rubric to get the student's "Mastery Level."

This will be the levels you circled on the student's rubric.

Student's mastery level determines the amount of points received for the standard.

Mark 1 point if the student receives a 3 or a 4, mark 0 points if the student receives a 1 or a 2.

Add up the total points from the **POINTS** column.

Divide the **Total Points** by 6 (because there are 6 Essential Skills) to get a percentage.

This percentage represents the student's mastery of the standard. Perfect for graphing in the **Student Data Tracking Binders!**

Name: _____

Date: _____

5.SL.1a

Standards Based AssessmentScore**5TH GRADE COMMON CORE
SPEAKING AND LISTENING RUBRIC****5.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.**

5.SL.1a	Students should come to discussions prepared, having read or studied required material; and be able to explicitly draw on that preparation and other information known about the topic to explore ideas being discussed.			
Essential Skills	Level 4	Level 3	Level 2	Level 1
Prepares	Always comes prepared having read or studied the required material.	Usually comes prepared having read or studied the material.	Sometimes comes prepared having read or studied the material.	Rarely or never comes prepared or studies the material.
Questions Materials	Always develops appropriate questions about the topic or assigned reading.	Usually develops appropriate questions about the topic or assigned reading.	Sometimes develops appropriate questions about the topic or assigned reading.	Rarely or never develops appropriate questions about the topic or assigned reading.
Takes Notes	Always takes notes in preparation for class discussion.	Usually takes notes in preparation for class discussion.	Sometimes takes notes in preparation for class discussion.	Rarely or never takes notes in preparation for class discussion.
Reflects	Always demonstrates the ability to use prior knowledge and experiences to extend a topic.	Usually demonstrates the ability to use prior knowledge and experiences to extend a topic.	Makes some use of prior knowledge and experiences to extend a topic.	Has limited or no ability to use prior knowledge and experiences to extend a topic.
Presents Relevant Information	Always effective at using relevant information to extend a topic. Never or almost never presents irrelevant and/or inappropriate information.	Usually effective at using relevant information to extend a topic. Rarely presents irrelevant and/or inappropriate information.	Sometimes uses relevant information to extend a topic. Sometimes presents irrelevant and/or inappropriate information.	Rarely or never uses relevant information to extend a topic, does not participate on a regular basis, and/or frequently uses irrelevant or inappropriate information.

Name: _____

Date: _____

5.SL.1b

Standards Based Assessment

Score _____

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

5.SL.1b

Students should follow agreed-upon rules for discussions and carry out assigned roles.

Essential Skills	Level 4	Level 3	Level 2	Level 1
Collaborates	<p>Successfully collaborates with peers to ensure respectful group discussions.</p> <p>Always respectful in group discussions.</p>	<p>Effectively collaborates with peers to ensure respectful group discussions.</p> <p>Usually respectful in group discussions.</p>	<p>Sometimes collaborates with peers.</p> <p>Not always respectful in group discussions.</p> <p>Will occasionally fail to participate and/or collaborate in group discussions.</p>	<p>Rarely collaborates with peers.</p> <p>Usually disrespectful in group discussion.</p> <p>Often lacks participation, fails to collaborate and/or disruptive to others in group discussions.</p>
Identifies/ Defines Roles	<p>Easily identifies and defines roles of participants in a discussion.</p> <p>Quickly and easily adopts assigned roles in group discussions.</p>	<p>Shows the ability to identify and define roles of participants in a discussion.</p> <p>Shows the ability to adopt assigned roles in group discussions.</p>	<p>Attempts to identify and define roles of participants in a discussion.</p> <p>Shows limited ability to adopt assigned roles in group discussions.</p>	<p>Unable and/or does not attempt to identify or define roles of participants in a discussion.</p> <p>Unable or refuses to adopt assigned roles in group discussions.</p>

Name: _____

Date: _____

Score _____

5.SL.1c

Standards Based Assessment

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.SL.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
Essential Skills	Level 4	Level 3	Level 2	Level 1
Asks/Poses Questions	Asks insightful questions.	Asks appropriate questions.	Attempts to ask appropriate questions.	Asks few or no questions.
Thinks About Ideas/Expresses Own Ideas	Expresses original/creative thoughts when posing/responding to questions/ideas during discussions. Shows strong ability to reflect, analyze, and hypothesize.	Expresses own thoughts when posing/responding to questions/ideas during discussions. Shows some ability to reflect, analyze, and hypothesize.	Expresses thoughts of others (previous points). Shows limited ability to reflect, analyze, hypothesize, or express their own or original thoughts/responses.	Unable to express coherent thoughts/responses. Struggles to reflect, analyze, hypothesize or express own or original thoughts/responses.
Expresses Ideas Clearly	Expresses opinions, ideas, and points of view clearly and in an engaging manner.	Expresses opinions, ideas, and points of view clearly.	Expresses opinions, ideas, and points of view that lack clarity.	Expresses opinions, ideas, and points of view that are unclear or incomprehensible.
Challenges Opinions/Points of View/Ideas	Challenges others' ideas, opinions, and points of view appropriately and constructively.	Challenges others' ideas, opinions, and points of view appropriately.	Attempts to challenge others' ideas, opinions, and points of view. Sometimes challenges are illogical or inappropriate.	Does not challenge others' ideas, opinions, and points of view. Challenges are illogical or inappropriate.
Builds on Ideas	Always integrates and extends the ideas of others during/after discussions.	Usually integrates and extends the ideas of others during/after discussions.	Shows some ability to build on the ideas of others during/after discussions or limited participation in discussions.	Limited or no ability to build on the ideas of others during/after class discussion or failure to participate in discussions.
Commands Vocabulary	Easily uses new vocabulary. Rarely makes mistakes. Frequently integrates new vocabulary into discussions.	Can usually use new vocabulary. Makes occasional mistakes. Occasionally integrates new vocabulary into discussions.	Attempts to use new vocabulary. Sometimes makes mistakes and uses vocabulary incorrectly. Rarely integrates new vocabulary into discussions.	Uses a limited vocabulary. Frequently makes mistakes and rarely uses new vocabulary correctly. Never integrates new vocabulary into discussions.

Name: _____

Date: _____

5.SL.1d

Standards Based Assessment

Score _____

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

5.SL.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
Essential Skills	Level 4	Level 3	Level 2	Level 1
Draws Conclusions	Shows strong ability and/or easily reflects on personal experience, prior knowledge, and information presented in order to draw conclusions about a topic.	Shows ability and/or reflects on personal experience, prior knowledge, and information presented in order to draw conclusions about a topic.	Shows some ability and/or struggles to reflect on personal experience, prior knowledge, and information presented in order to draw conclusions about a topic.	Limited ability and/or unable to reflect on personal experience, prior knowledge, and information presented in order to draw conclusions about a topic.
Uses Appropriate Non-Verbal Communication	<p>Uses gestures naturally and effectively when speaking.</p> <p>Encourages communication through use of posture and body language.</p> <p>Establishes and maintains appropriate eye contact when communicating.</p>	<p>Uses gestures effectively when speaking.</p> <p>Demonstrates appropriate posture and body language.</p> <p>Usually maintains appropriate eye contact when communicating.</p>	<p>Makes some use of gestures when speaking.</p> <p>Sometimes demonstrates appropriate posture and body language.</p> <p>Sometimes makes eye contact when communicating.</p> <p>Often fails to maintain consistent eye contact.</p>	<p>Makes limited use or rarely uses gestures when speaking.</p> <p>Struggles to show appropriate posture and body language.</p> <p>Rarely establishes eye contact when communicating.</p> <p>Mostly looking down, looking away, or looking above others.</p>
Speaks Clearly	Speaks clearly with appropriate rate, volume, and tone.	<p>Usually speaks clearly.</p> <p>Proficient in two of three categories (rate, volume, and tone).</p>	<p>Sometimes speaks clearly.</p> <p>Usually lacking in appropriate rate, volume, and tone.</p>	<p>Rarely speaks clearly.</p> <p>Inappropriate rate, volume, and tone.</p>

Name: _____

Date: _____

5.SL.1

5.SL.1a-d

Standards Based Assessment

Score

Standards Scoring Sheet

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Prepares		
Questions Materials		
Takes Notes		
Reflects		
Presents Relevant Information		
Collaborates		
Identifies/Defines Roles		
Asks/Poses Questions		
Thinks About Ideas/Expresses Own Ideas		
Expresses Ideas Clearly		
Challenges Opinions/Points of View/ Ideas		
Builds on Ideas		
Commands Vocabulary		
Draws Conclusions		
Uses Appropriate Non-Verbal Communication		
Speaks Clearly		
Total Points= _____ ÷ 16 x 100 = _____%		

Name: _____

Date: _____

5.SL.2

Standards Based Assessment

Score

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.2- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Skills	Level 4	Level 3	Level 2	Level 1
Listens Effectively	Listens attentively and respectfully to information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.	Usually listens attentively to information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.	Listens some of the time to information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.	Rarely listens to information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.
Identifies Main Ideas and Key Points	Easily identifies the main ideas and key points from information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally. Hits all or most key points with specific details.	Shows the ability to identify the main ideas and some key points from information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.	Shows some ability to identify the main ideas and some or limited points from information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally.	Shows limited or no ability to identify the main ideas or key points from information read aloud and information presented in diverse media formats, including visually, quantitatively (data), and orally. Struggles to comprehend the concept of topics or key points.
Summarizes Information	Easily able to summarize the main idea and key points from a text read aloud. Easily able to summarize information in different media formats. Summary is decisive without extra irrelevant information.	Shows the ability to summarize the main idea and key points from a text read allowed. Shows the ability to summarize information in different media formats. Summary may have limited or irrelevant information.	Shows some ability to summarize the main idea and key points from a text read allowed. Shows some ability to summarize information in different media formats. Summary has irrelevant information or lacks important details.	Shows limited ability to summarize the main idea and key points from a text read allowed. Shows limited ability to summarize information in different media formats. Struggles to identify the main idea and key details.
Commands Vocabulary	Easily uses new vocabulary. Rarely makes mistakes. Frequently integrates new vocabulary when speaking and summarizing.	Can usually use new vocabulary. Makes occasional mistakes. Occasionally integrates new vocabulary when speaking and summarizing.	Attempts to use new vocabulary. Sometimes makes mistakes and uses vocabulary incorrectly. Rarely integrates new vocabulary when speaking and summarizing.	Uses a limited vocabulary. Frequently makes mistakes and rarely uses new vocabulary correctly. Never integrates new vocabulary when speaking and summarizing.

Name: _____

Date: _____

5.SL.2

Standards Based Assessment

Score

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Listens Effectively		
Identifies Main Ideas and Key Points		
Summarizes Information		
Commands Vocabulary		
Total Points= _____ ÷ 4 x 100 = _____%		

Name: _____

Date: _____

Score _____

5.SL.3

Standards Based Assessment

5TH GRADE COMMON CORE
SPEAKING AND LISTENING RUBRIC**5.SL.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

Essential Skills	Level 4	Level 3	Level 2	Level 1
Listens Effectively	Always listens attentively and respectfully to other speakers.	Usually listens attentively to other speakers.	Listens some of the time when others are speaking.	Rarely listens when others are speaking.
Takes Notes	Able to successfully take notes and record information in a variety of formats (written and digital) while listening to a speaker.	Able to effectively take notes and record information in a variety of formats (written and digital) while listening to a speaker.	Shows some ability to take notes and record information in a variety of formats (written and digital) while listening to a speaker.	Struggles to take notes and record information in a variety of formats (written and digital) while listening to a speaker.
Identifies Main Ideas and Key Points	Easily identifies the main ideas and key points from a speaker.	Shows the ability to identify the main ideas and some key points from a speaker.	Shows some ability to identify the main ideas and some or limited points from a speaker.	Shows limited or no ability to identify the main ideas or key points from a speaker.
Evaluates Key Points	Easily able to explain how main ideas are supported or challenged by using key details from a speaker.	Shows ability and usually able to explain how main ideas are supported or challenged by using key details from a speaker.	Shows some ability and sometimes is able to explain how main ideas are supported or challenged by using key details from a speaker.	Shows limited or no ability to explain how main ideas are supported or challenged by using key details from a speaker.
Summarizes Information	Easily able to summarize the main idea and key points from a speaker. Summary is decisive without extra irrelevant information.	Shows the ability to summarize the main idea and key points from a speaker. Summary may have limited or irrelevant information.	Shows some ability to summarize the main idea and key points from a speaker. Summary has irrelevant information or lacks important details.	Shows limited ability to summarize the main idea and key points from a speaker. Struggles to identify the main idea and key details.
Commands Vocabulary	Easily uses new vocabulary. Rarely makes mistakes. Frequently integrates new vocabulary when speaking and summarizing.	Can usually use new vocabulary. Makes occasional mistakes. Occasionally integrates new vocabulary when speaking and summarizing.	Attempts to use new vocabulary. Sometimes makes mistakes and uses vocabulary incorrectly. Rarely integrates new vocabulary when speaking and summarizing.	Uses a limited vocabulary. Frequently makes mistakes and rarely uses new vocabulary correctly. Never integrates new vocabulary when speaking and summarizing.

Name: _____

Date: _____

5.SL.3

Standards Based Assessment

Score

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Listens Effectively		
Takes Notes		
Identifies Main Ideas and Key Points		
Evaluates Key Points		
Summarizes Information		
Commands Vocabulary		
Total Points= _____ ÷ 6 x 100 = _____%		

Name: _____

Date: _____

5.SL.4

Standards Based Assessment

Score _____

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.4 - Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Essential Skills	Level 4	Level 3	Level 2	Level 1
Chooses appropriate sources	Successfully chooses a variety of multimedia sources (print and online) with appropriate facts and descriptive details in order to report about a topic.	Effectively chooses a variety of multimedia sources (print and online) with appropriate facts and descriptive details in order to report about a topic.	Shows some ability to choose a variety of multimedia sources (print and online) with appropriate facts and descriptive details in order to report about a topic. Some sources have inappropriate or irrelevant information.	Shows limited ability to choose a variety of multimedia sources (print and online) with appropriate facts and descriptive details in order to report about a topic. Fails to identify appropriate sources or chose sources with irrelevant information.
Interprets	Easily interprets information to create a new understanding and gain knowledge related to a topic.	Effectively interprets information to create a new understanding and gain knowledge related to a topic.	Shows some ability to interpret information to create a new understanding and gain knowledge related to a topic.	Shows limited ability or struggles to interpret information to create a new understanding and gain knowledge related to a topic.
Edits/Revises	Edits/revises successfully removing any and all errors.	Edits/revises effectively removing most errors.	Edits/revises adequately removing some errors.	Edits/revises inadequately leaving most errors.
Uses Appropriate Non-Verbal Communication	Uses gestures naturally and effectively when speaking or reporting on a topic. Encourages communication through use of posture and body language. Establishes and maintains appropriate eye contact when speaking or reporting on a topic.	Uses gestures effectively when speaking or reporting on a topic. Demonstrates appropriate posture and body language. Usually maintains appropriate eye contact when speaking or reporting on a topic.	Makes some use of gestures when speaking or reporting on a topic. Sometimes demonstrates appropriate posture and body language. Sometimes makes eye contact when speaking or reporting on a topic. Often fails to maintain consistent eye contact.	Makes limited use or rarely uses gestures when speaking or reporting on a topic. Struggles to show appropriate posture and body language. Rarely establishes eye contact when communicating. Mostly looking down, looking away, or looking above others.
Speaks Clearly	Speaks clearly with appropriate rate, volume, and tone.	Usually speaks clearly. Proficient in two of three categories (rate, volume, and tone).	Sometimes speaks clearly. Usually lacking in appropriate rate, volume, and tone.	Rarely speaks clearly. Inappropriate rate, volume, and tone.

Name: _____

Date: _____

4.SL.4

Standards Based Assessment

Score

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Chooses Appropriate Sources		
Interprets		
Edits/Revises		
Uses Appropriate Non-Verbal Communication		
Speaks Clearly		
Total Points= _____ ÷ 5 x 100 = _____%		

Name: _____

Date: _____

Score

5.SL.5

Standards Based Assessment

5TH GRADE COMMON CORE SPEAKING AND LISTENING RUBRIC

5.SL.5- Include multimedia components (graphics/sounds) and visual displays in presentations to enhance the development of main ideas or themes.

Essential Skills	Level 4	Level 3	Level 2	Level 1
Organizes Information	Successfully creates, organizes, and displays multimedia and visual displays in a variety of formats. Display is appropriately timed and enhances the presentation by grabbing listeners' attention and supporting key points.	Effectively creates, organizes, and displays multimedia and visual displays in a variety of formats. Display is appropriately timed and enhances the presentation by improving the listeners' experience or understanding.	Adequately creates, organizes, and displays multimedia and visual displays in a variety of formats. Display may lack timing, quality, or fail to enhance the listeners' experience.	Limited ability to create, organize, and display multimedia and visual displays in a variety of formats. Display is inappropriately timed or irrelevant to the topic discussed.
Sharing Information	Successfully shares the information in an appropriate format for oral, written, audio, and/or visual presentations.	Effectively shares the information in an appropriate format for oral, written, audio, and/or visual presentations.	Adequately shares the information in an appropriate format for oral, written, audio, and/or visual presentations.	Shares the information in an inappropriate or inadequate format for oral, written, audio, and/or visual presentations.
Displaying Information	Successfully chooses an effective format (oral, written, audio, and/or visual) to display the information.	Chooses an effective format (oral, written, audio, and/or visual) to display the information.	Chooses an adequate format (oral, written, audio, and/or visual) to display the information. Information may be better suited for a different format.	Chooses a poor format (oral, written, audio, and/or visual) to display the information. The information was displayed in a way that was unclear or inadequate.
Edits/Revises/Practices	Successfully edits, revises, and practices to ensure optimal presentation.	Effectively edits, revises, and practices improving the presentation.	Adequately edits, revises, and practices the presentation showing some improvement.	Has not edited, revised, and/or practiced the presentation appropriately. Little or no improvements made.
Speaks Clearly	Speaks clearly with appropriate rate, volume, and tone.	Usually speaks clearly. Proficient in two of three categories (rate, volume, and tone).	Sometimes speaks clearly. Usually lacking in appropriate rate, volume, and tone.	Rarely speaks clearly. Inappropriate rate, volume, and tone.

Name: _____

Date: _____

5.SL.5

Standards Based Assessment

Score

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Organizes Information		
Shares Information		
Displays Information		
Edits/Revises/Practices		
Speaks Clearly		
Total Points= _____ ÷ 5 x 100 = _____%		

Name: _____

Date: _____

Score

5.SL.6

Standards Based Assessment**5TH GRADE COMMON CORE
SPEAKING AND LISTENING RUBRIC****5.SL.6- Adapt a speech to a variety of contexts and tasks using formal English when appropriate to task and situation.**

Essential Skills	Level 4	Level 3	Level 2	Level 1
Differentiates Between Formal and Informal Language	Successfully differentiates between formal and informal language.	Effectively differentiates between formal and informal language.	Adequately differentiates between formal and informal language.	Struggles to differentiate between formal and informal language.
Uses Appropriate Voice Based on Audience	Successfully recognizes and speaks appropriately for audience or environment.	Effectively recognizes and speaks appropriately for audience or environment.	Adequately recognizes and speaks appropriately for audience or environment.	Struggles to recognize or speak appropriately for audience or environment.
Uses Appropriate Voice Based on Purpose	Successfully recognizes and speaks appropriately based on the purpose of the presentation (persuasive, informational, narrative, etc.).	Effectively recognizes and speaks appropriately based on the purpose of the presentation (persuasive, informational, narrative, etc.).	Adequately recognizes and speaks appropriately based on the purpose of the presentation (persuasive, informational, narrative, etc.).	Struggles to recognize and speak appropriately based on the purpose of the presentation (persuasive, informational, narrative, etc.).
Uses Appropriate Non-Verbal Communication	<p>Uses gestures naturally and effectively when speaking.</p> <p>Encourages communication through use of posture and body language.</p> <p>Establishes and maintains appropriate eye contact when speaking or reporting on a topic.</p>	<p>Uses gestures effectively when speaking.</p> <p>Demonstrates appropriate posture and body language.</p> <p>Usually maintains appropriate eye contact when speaking or reporting on a topic.</p>	<p>Makes some use of gestures when speaking.</p> <p>Sometimes demonstrates appropriate posture and body language.</p> <p>Sometimes makes eye contact when speaking or reporting on a topic.</p> <p>Often fails to maintain consistent eye contact.</p>	<p>Makes limited use or rarely uses gestures when when speaking.</p> <p>Struggles to show appropriate posture and body language.</p> <p>Rarely establishes eye contact when speaking or reporting on a topic.</p> <p>Mostly looking down, looking away, or looking above others.</p>
Speaks Clearly	Speaks clearly with appropriate rate, volume, and tone.	<p>Usually speaks clearly.</p> <p>Proficient in two of three categories (rate, volume, and tone).</p>	<p>Sometimes speaks clearly.</p> <p>Usually lacking in appropriate rate, volume, and tone.</p>	<p>Rarely speaks clearly.</p> <p>Inappropriate rate, volume, and tone.</p>

Name: _____

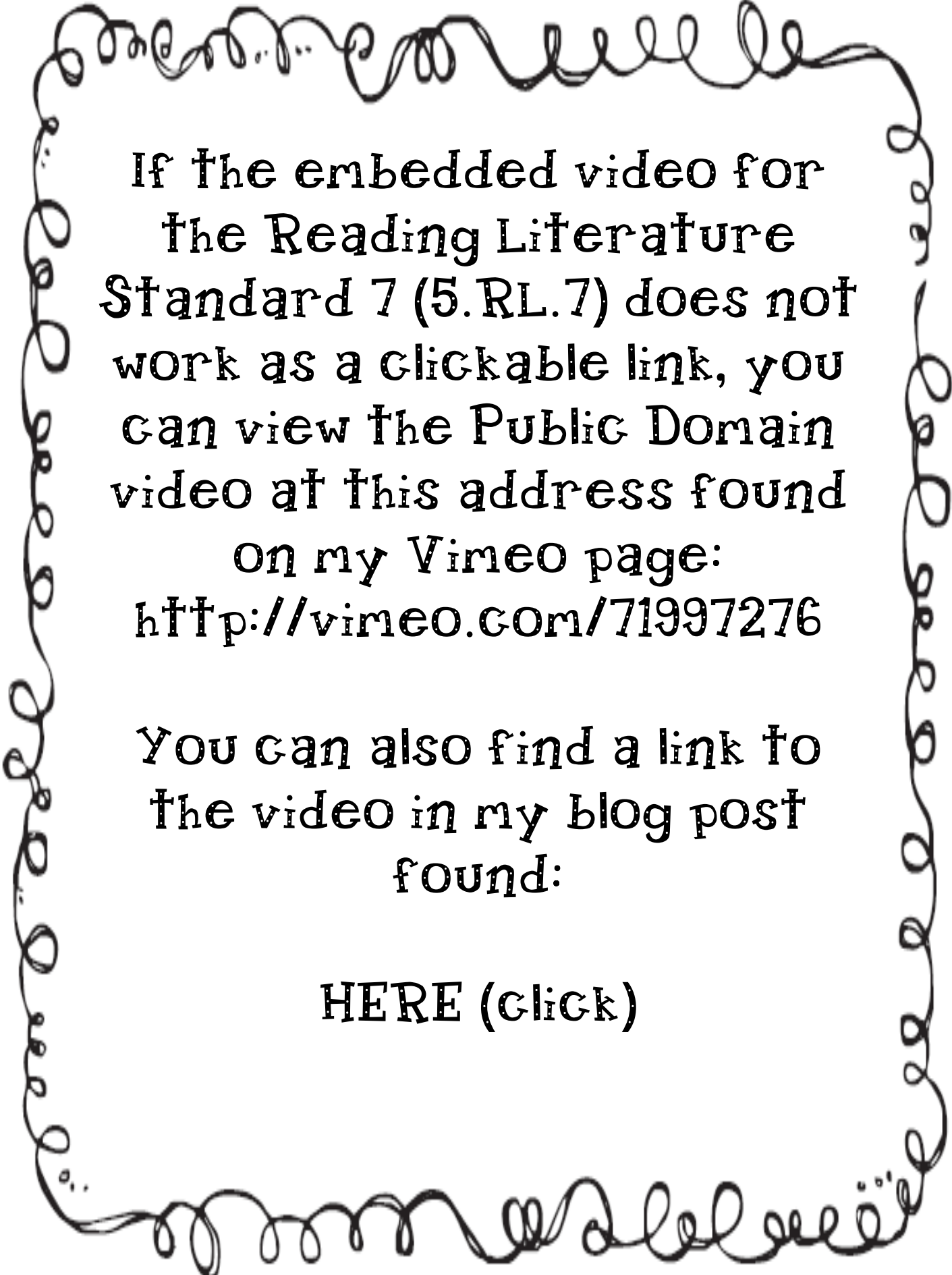
Date: _____

5.SL.6

Standards Based Assessment

Score

Essential Skills	Mastery Level	Total Points ("1" or "0") Mark "1" for Level 3 or 4 Mark "0" for Level 1 or 2
Differentiates Between Formal and Informal Language		
Uses Appropriate Voice Based on Audience		
Uses Appropriate Voice Based on Purpose		
Uses Appropriate Non-Verbal Communication		
Speaks Clearly		
Total Points= _____ ÷ 5 x 100 = _____%		



If the embedded video for
the Reading Literature
Standard 7 (5.RL.7) does not
work as a clickable link, you
can view the Public Domain
video at this address found
on my Vimeo page:

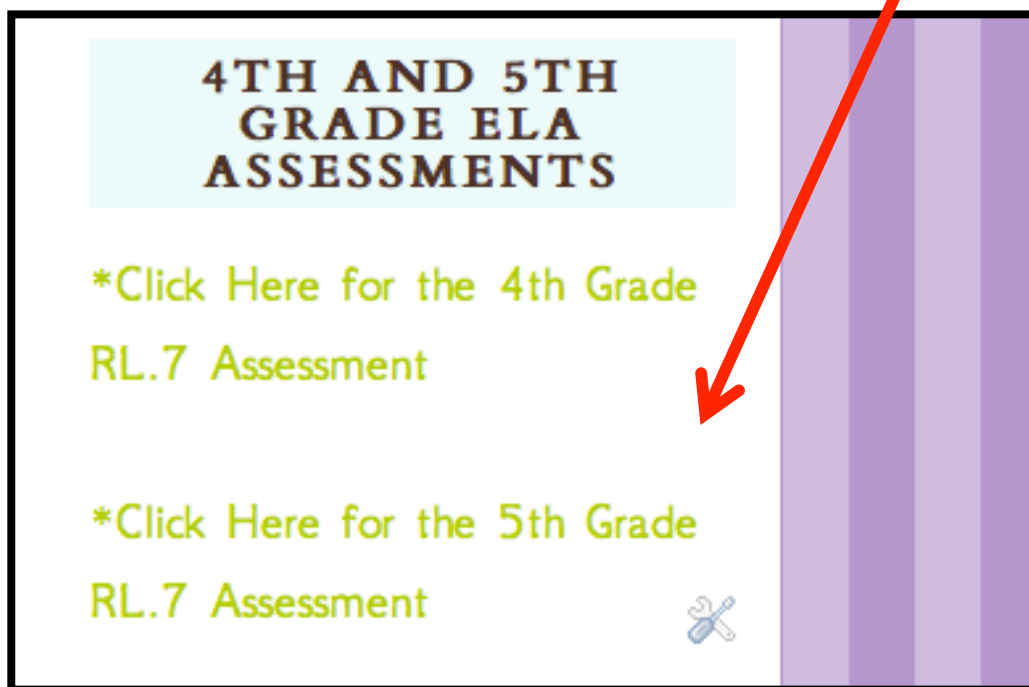
<http://vimeo.com/71997276>

You can also find a link to
the video in my blog post
found:

HERE (click)

If you are still having trouble accessing the video, I have a link on my blog.

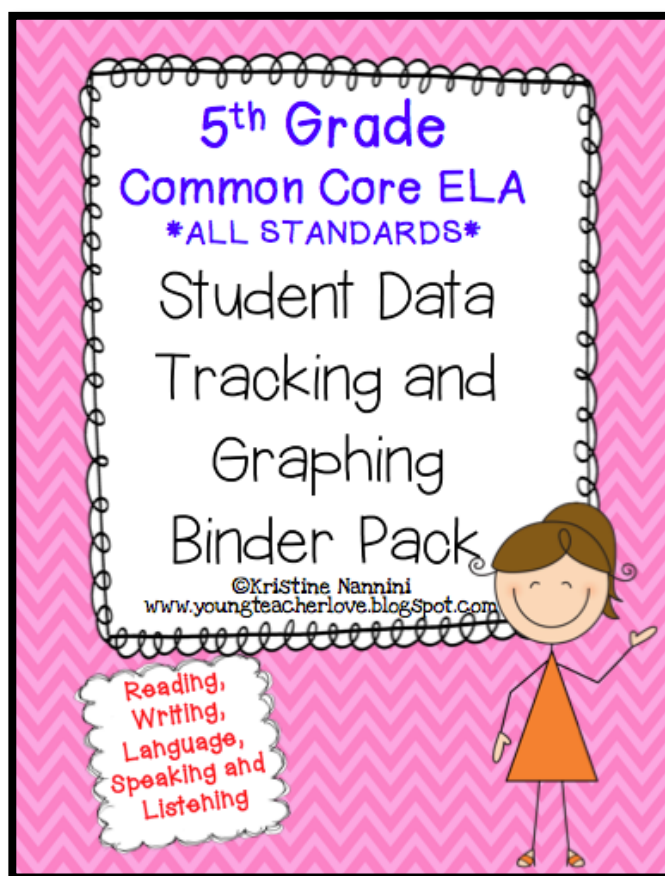
Go to the sidebar, underneath "Blog Archive" and "Labels", and at the very bottom it says "4th and 5th Grade ELA Assessments" with a clickable link to the videos.



This product is to be used
with:

**5th Grade ELA/Literacy Common Core
{Student Data Tracking Binder}**

All Standards



**Questions? Contact me at:
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