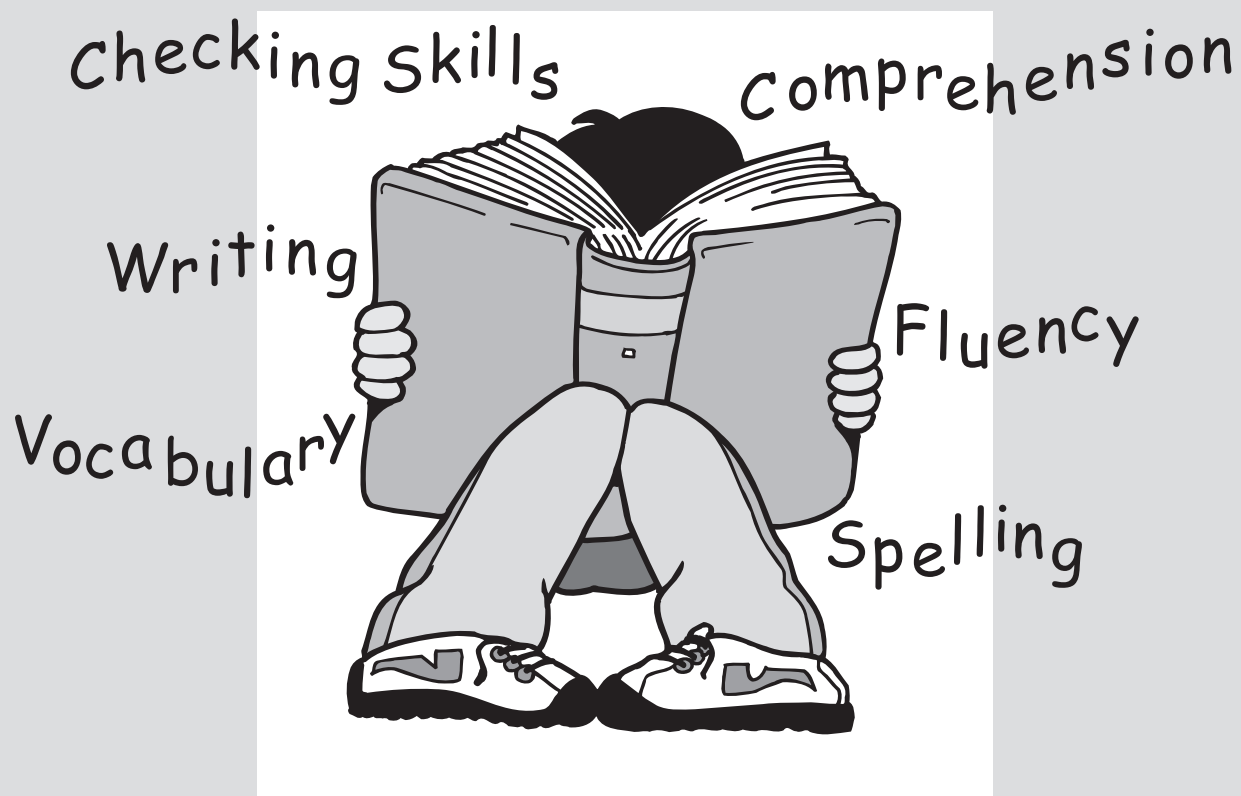


TEACHER MATERIALS

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 5
Themes 1-6

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Houghton Mifflin Reading*.

PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

Assessment Development Team

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The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

Sixth Edition
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Overview of Skills Assessments - Grade 5 2008 - 2009

for Districts Using *Houghton Mifflin Reading*

THEME	1	2	3	4	5	6
GRADE 5	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing

GRADE 5	Percentile	Theme 1 WCPM ²	Theme 2 WCPM	Theme 3 WCPM	Theme 4 WCPM	Theme 5 WCPM	Theme 6 WCPM
ORAL	25th	85	92	99	103	106	109
READING	50th	110	119	127	131	135	139
FLUENCY	75th	139	148	156	160	164	168
NORMS¹							

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

INSTRUCTIONAL UNITS - GRADE 5

Theme 1	Theme 4
Theme 2	Theme 5
Theme 3	Theme 6

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

6-8 Week Skills Assessments for Districts *Using Houghton Mifflin Reading*

Answer Key and Directions

GRADE 5 - THEME 1

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of Theme 1.

25th Percentile - 85 WCPM

50th Percentile - 110 WCPM

75th Percentile - 139 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:

1. D	3. A	5. B	7. B	9. C
2. C	4. C	6. D	8. A	10. B

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

Key: 1. This adventure story describes the powerful forces of nature.

2. Rumbling sounds continued along the San Andreas fault.

3. Each student in school will practice the earthquake drills.

4. A giant redwood tree was a safe place for them.

5. not a compound sentence

6. not a compound sentence

7. compound sentence

COMPOUND SENTENCES

8. Ashes

9. leaves

10. deer

PLURAL NOUNS

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:	1. C	3. A	5. B	7. B	9. C
	2. C	4. D	6. A	8. C	10. B

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:	1. D	3. B	5. C	7. B	9. D
	2. A	4. D	6. A	8. C	10. C

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. A 5. C 7. B 9. A
 2. C 4. D 6. C 8. D 10. C

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. D 5. D 7. D 9. A
 2. C 4. A 6. C 8. B 10. B

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

6-8 Week Skills Assessments for Districts *Using Houghton Mifflin Reading*

Answer Key and Directions

GRADE 5 - THEME 3

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 127 WCPM (words correct per minute) at the end of Theme 3.

25th Percentile - 99 WCPM

50th Percentile - 127 WCPM

75th Percentile - 156 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. D 5. D 7. A 9. B
 2. A 4. A 6. C 8. D 10. D

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

Key: 1. were 2. forgotten 3. saw 4. had taken IRREGULAR VERBS

 5. set 6. let 7. can 8. teach CORRECT VERB MEANING

 9. A, this 10. an, those ARTICLES/DEMONSTRATIVE ADJECTIVES

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. B 5. C 7. A 9. B
 2. B 4. A 6. B 8. C 10. C

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. D 5. B 7. D 9. B
 2. A 4. C 6. C 8. D 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. B 5. D 7. A 9. B
 2. A 4. A 6. B 8. C 10. C

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. B 5. A 7. C 9. B
 2. C 4. B 6. D 8. D 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

/SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. D 5. B 7. A 9. B
 2. C 4. A 6. A 8. C 10. C

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. A 5. B 7. C 9. C
 2. C 4. C 6. B 8. A 10. D

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

6-8 Week Skills Assessments for Districts *Using Houghton Mifflin Reading*

Answer Key and Directions

GRADE 5 - THEME 6

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 139 WCPM (words correct per minute) at the end of Theme 6.

25th Percentile - 109 WCPM

50th Percentile - 139 WCPM

75th Percentile - 168 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. A 5. A 7. B 9. D
2. B 4. D 6. A 8. C 10. C

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. anybody 2. anything 3. any 4. aren't ever
CONTRACTIONS WITH NOT/NEGATIVES
5. for many animals
6. in the wildlife refuge
7. from the reserve
PREPOSITIONAL PHRASES
8. me
9. her and me
10. us OBJECT PRONOUNS IN PREPOSITIONAL PHRASES

/SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. C 5. A 7. B 9. C
 2. B 4. C 6. B 8. D 10. A

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. B 5. C 7. A 9. C
 2. B 4. C 6. D 8. B 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

NOTES

General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

MATERIALS:

1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.).
Self-corrections and word repetitions are NOT marked as errors.

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Captain Gore, an android, had a new mission. He had been summoned from his home planet, Zan, located in the Star Galaxy. He was assigned to guard agents returning to Zan from Earth. The diplomats were carrying secret documents to their homeland. Word had reached them that cruel and hostile invaders were roaming the universe. The agents had requested Gore’s protection. Soon a convoy retrieved the agents and headed back to Zan.

The fleet of starships whizzed around several galaxies. Then without warning, the main ship’s computer broke down. The convoy was stranded between two stars. Hastily, the captain’s engineer fixed the broken mainframe.

During the stop, Gore received a dire message. It was sent by high-frequency waves. The commander was alarmed. An armada of attacking raiders was headed their way. He quickly sought the advice of his most trusted crewman. When the assistant arrived, Gore explained the situation. He asked for suggestions. The assistant helped his captain consider all possible options.

Suddenly lights flashed. Sirens blared. The ship’s gadgets had detected a huge comet. It was speeding directly at Gore’s transport vehicle. Right away, he shouted “Mach 90!” He had to prevent his fleet from being demolished. Luckily, the spaceships narrowly avoided the impending collision. The attacking raiders were taken off guard. The rogues were destroyed.

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EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>110</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Ancient cultures observed the stars and wondered about their origin. Ursa Major is visible in northern skies. This star pattern is one of the better known and easier to find constellations. It is often the first star formation people learn to recognize. Ursa Major is one of the largest celestial groups and contains the famous Big Dipper.

People once thought the Big Dipper looked like a wagon. Others thought it was a plow or a bull’s thigh. They often named star groups after gods or other mythical creatures. Lacking scientific knowledge, elaborate stories were created. These tales helped explain why the shining images appeared in night skies.

Native American Indians created myths, too. They called the Big Dipper the Great Bear. The handle of the Dipper was the Great Bear’s tail, and the Dipper’s cup was the Bear’s flank. Other Indians believed the “bowl” was a giant bear and the last stars of the handle were three warriors chasing it. Because the Big Dipper sits low in the autumn sky, it was thought that hunters had injured the bear. American Indians believed the blood from the bear’s injury caused the trees to change color. This legend helped explain why leaves turned red in the fall.

The best time to observe the Big Dipper is on a moonless night when stars appear to be brightest.

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Local folktales referred to the dangerous 6
 shoreline. Apparently, no one had ever tried 13
 mapping the hidden, jagged boulders beneath the 20
 surface of the sea. Unaware of the danger, Captain 29
 Ahab was routinely steering his ship into port. 37
 Suddenly, a strong wind ripped the main sail. The 46
 ship uncontrollably veered toward the sharp rocks, 53
 piercing the boat and cutting a huge hole in the 63
 stern. It was moments from sinking. 69
 Captain Ahab weighed his options. Knowing it 76
 was possible that his ship would be torn apart by 86
 the wind and waves hammering his vessel, he tried 95
 to save his crew. Roaring over his bullhorn, he 104
 ordered the crew to abandon ship. He assured his 113
 crew everyone would safely escape. Ahab would be 121
 the last man to leave his post. As captain, he was 132
 prepared to go down with his ship. When all hope of 143
 salvation was lost, a fishing trawler drew close and 152
 fired a lifeline to the men. 158
 The thankful captain heard his men cheer 165
 each time another shipmate was pulled to safety. 173
 When he knew the last of his crew was aboard the 184
 rescue ship, he grabbed the lifeline and joined his 193
 men. Fortunately, due to the wise judgment of the 202
 captain, he and all crewmates were saved. 209

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue ^ sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

When most women were not even driving cars, 8
 Amelia Earhart was flying airplanes. In fact, she 16
 made a daring attempt to become the first woman 25
 to fly around the world. Toward the end of this 35
 dangerous journey, she mysteriously vanished. 40
 The attempt to fly around the globe began when 49
 she flew east from Oakland, California. Earhart 56
 piloted her plane over twenty thousand miles. 63
 She nearly completed the flight. She was only a 72
 hundred miles from a tiny Pacific Island when 80
 the U.S. Coast Guard lost track of her. Her final 90
 message was at 8:30 PM on June 29, 1937. 99
 Since then, no trace of her has ever been found. 109
 What happened to her? There are many theories. 117
 Some suggested she was on a spy mission for the 127
 President. They think he asked her to fly over 136
 the Pacific Ocean to observe Japanese activities. 143
 Others say she was shot down and captured. Some 152
 insist she crashed in the ocean. No one may ever 162
 know what really happened to this famous pilot. 170
 Earhart is best known for her fateful mission. 178
 Yet, she had many other flying achievements. She 186
 was the first to fly solo from Hawaii to California. 196
 She was the first woman to fly across the Atlantic 206
 Ocean. She soon followed Charles Lindbergh’s 212
 flight across the Atlantic. This made her the second 221
 person to solo across the Atlantic. 227

EVALUATING CODES FOR ORAL READING

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 blue ^ sky (^) inserted word
 (□) after the last word read

Comments:

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Passage #1

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Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

8 Many legends and myths grew around the heroic
18 men and women who founded our country. Some of the
27 more popular stories are about Betsy Ross and George
28 Washington.

37 We know Betsy Ross was a seamstress. However, we
47 cannot be certain the first flag of the thirteen colonies
57 was designed and sewn by her. This story was originally
68 told by one of her grandsons. Whether this tale was real
78 or fictional, no one knows for sure. The story encouraged
86 patriotism and love of country. Proud colonists rallied
94 around the flag as well as the legend.

100 Myths were told about George Washington.
109 Supposedly, he cut down a cherry tree and later
119 confessed to his father. Was the story true? To the
129 contrary, a friend made up this folktale. The friend was
137 trying to impress others about how honest Washington
147 really was. Another legend is he threw a silver dollar
157 across the Potomac River. Did he actually do it? The
168 answer is no. This waterway is a mile wide, making such
177 a feat impossible. Also, silver dollars didn’t exist when
186 Washington was alive. To this day, many people believe
197 he wore false teeth made of wood. This sparks a smile
207 because, while he did wear false teeth, the truth is
214 stranger yet. Washington’s dentures were made from
222 human teeth, cow teeth, and carved elephant tusks.
226 They were extremely uncomfortable.

234 These stories, though not factual, are colorful tales
241 about America’s fight for independence from England.

EVALUATING CODES FOR ORAL READING

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 blue sky (^) inserted word
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Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

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 Read Correctly: _____

Passing Criterion
 (50th %ile) = 127

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

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Colonists from various races fought for our
country during the Revolutionary War. About five
thousand were sons and grandsons of freed slaves.
They were present during the first battles in April
1775. Soldiers of African descent fought in every
major battle. These brave men played a vital part
in winning freedom from England.

Some joined the Navy. Others served in the
Army. They suffered beside fellow starving, freezing,
and dying soldiers. Dozens fought in General
Washington’s regiment. The first African-American
officer was Sam Middleton. He led a brave, black
unit during the war.

James Forten was only fourteen years old when
he joined the Navy. He was a powder boy on the
Royal Louis. After little more than a month at sea,
the British captured the ship’s crew. James was
held prisoner for seven months. He had a chance to
escape by hiding in an officer’s trunk. The officer
was being exchanged for a British prisoner. James
allowed a younger boy to take the space. James was
finally released when he became part of a hostage
exchange.

Today, military records reveal the names of
many freed slaves who fought in this war. Indeed,
they were a part of the “Spirit of 1776.”

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= 127

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

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Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

EVALUATING CODES FOR ORAL READING

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Say these specific directions to the student:

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Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

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In the summer of 1896, gold fever spread like wildfire across North America. According to rumors, someone had found gold near the Klondike River in Canada. Hopeful men and women were stricken with gold fever. People combed western Canada and Alaska in search of the precious metal. Nome, Alaska, was first settled as a mining camp. It became an important hub of the gold rush. Fortune seekers relied on the growing city for supplies.

Prospectors grumbled but were willing to face the hardships. They chose to endure the harsh, frigid weather for a chance to become wealthy. Lives were lost in the freezing, arctic climate. Gritty miners searched the land for hidden riches. Burros plodded beside their masters with huge boxes of mining supplies. They were also laden with food items such as flour, beef jerky, and beans. Fresh vegetables were scarce.

There were many other hazards. Danger lurked everywhere. A ghastly fate awaited anyone who stumbled upon a grizzly bear. Bandits often robbed miners of their gold.

Some lucky miners struck gold in the mother lode. They filled their coffers with treasure. Most, however, returned home empty handed.

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The Oregon Trail began in Saint Louis, Missouri. 8
 Pioneers were hoping to establish homesteads in the 16
 West. Settlers were advised to only pack basic food 25
 items. With drinking water, clothing, and cooking 32
 utensils, a covered wagon weighed more than three tons. 41
 Some people tried to take too much. So the trail was 52
 littered with abandoned belongings. 56
 The westward migration began in early spring. 63
 Pioneers needed to make it across the mountains before 72
 winter. The people and livestock required water. 79
 They also needed relief from the sizzling sun. For these 89
 reasons, the trail followed various rivers. Oregon’s 96
 Columbia River marked the final leg of the journey. 105
 Pioneers were robust people. They had a great sense 114
 of adventure. Fathers drove the wagons. Mothers and 122
 young children rode in the wagons. Older sons and 131
 daughters herded animals alongside the caravan. 137
 The wooden wagon seats were hard and uncomfortable. 145
 To get relief, banged and bruised riders jumped off their 155
 wagons and walked. 158
 Encounters with hostile Indians were not very 165
 common. Contrary to old, western movies, “circle the 173
 wagons” was not a cry to fend off Indians. It was an 185
 order by the wagon master. It meant it was time to form 197
 a corral for horses and oxen. 203
 The journey wasn’t always unbearable. Settlers took 210
 time to have fun. They told stories, sang, and danced 220
 around the campfire. 223

EVALUATING CODES FOR ORAL READING

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Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

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In the 1850s, men from China traveled to this 9
country in large numbers. They were seeking a better 18
life. The men sought work anywhere. When they earned 27
enough money, they planned to send for their families. 36
At this same time, people in the United States were 46
moving west. They needed a safe and practical means 55
of transportation across the country. Traveling from the 63
East Coast to the West Coast was treacherous. Wagon 72
trains were slow and awkward. Sailing around the tip 81
of South America was hazardous. Businessmen knew 88
building a railroad was the answer. Yet, the perilous 97
task would be costly. It would also be labor intensive. 107
They decided to build a cross-country, iron railway in 117
spite of the problems. 121
Many laborers were needed. Chinese men were 128
desperate for work. The immigrants were hired right 136
away because their manual labor was cheap. Thousands 144
accepted the tedious, dangerous job. The men had to level 154
the land and lay heavy wooden ties and steel rails. They 165
blasted tunnels with dynamite. They toiled in freezing 173
mountains. They labored in burning-hot deserts. Workers 181
faced many harsh conditions. They had to endure severe 190
weather, shortages of food and water, and perilous 198
terrain. Many died. Others persevered. The last spike 206
connected the Union Pacific and the Central Pacific 214
Railroads on May 10, 1869. Thanks to Chinese workers, 223
people could now travel across the continent. 230

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NOTES

General Directions for Writing Assessment

GRADE 5

PREPARATION:

1. Prepare students for the Writing Assessment with clean paper and pencils.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 45-50 minutes to complete the Writing Assessment.
4. Have students independently read the prompt and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

EVALUATION:

1. Following the assessment, collect the papers.
2. Use the “Four Point Rubric” found in the back of the *Teacher Materials* booklet to evaluate individual student’s writing by assigning a point value, 0-4, for each rubric category (Conventions, Genre, and Writing Traits).
3. Record the scores for each category on the Writing Assessment Report. Blackline masters are provided at the back of this booklet. The Reading Lions Center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

PROMPTS:

Prompts vary by theme. Writing prompt assessments have been aligned with the writing strategies and writing applications of California’s English-language arts content standards.* The prompts for grade five are listed below.

Theme 1	Expository
Theme 2	Expository (Summary)
Theme 3	Narrative
Theme 4	Narrative
Theme 5	Expository (Response to Literature)
Theme 6	Persuasive

Note: For *summary* and *responding to literature* prompts (Themes 2 and 5), provide students with their anthologies.

* For the STAR examination, teachers need to prepare students for the following writing applications: narrative, response to literature, and persuasive composition.

THEME 1 - Expository	THEME 2 - Expository (Summary)
<p>Writing Situation: You are imagining the perfect vacation.</p> <p>Purpose: To describe the perfect vacation</p> <p>Audience: Your classmates</p> <p>Writing Directions: Write a description of the perfect vacation using sensory words. Use a graphic organizer to plan your description.</p>	<p>Writing Situation: You have read the story <u>The Fear Place</u>. You are thinking about the main events and characters.</p> <p>Purpose: To restate the important points of a story in your own words</p> <p>Audience: Your teacher</p> <p>Writing Directions: Write a summary of <u>The Fear Place</u> that retells the main points of the story. Use a graphic organizer to plan your paper. Refer to your anthology to write this summary.</p>
THEME 3 - Narrative	THEME 4 - Narrative
<p>Writing Situation: You are writing a short adventure story.</p> <p>Purpose: To entertain</p> <p>Audience: Your classmates</p> <p>Writing Directions: Write a short adventure story about a character who has landed on a deserted island. Include a setting, characters, and a conflict or problem that the main character needs to solve. Use a graphic organizer to plan your story.</p>	<p>Writing Situation: You are thinking about a time when you had to deal with disappointment.</p> <p>Purpose: To share a true, personal experience</p> <p>Audience: Your classmates</p> <p>Writing Directions: Think about a time when things didn't turn out the way you wanted. Write a personal narrative about how you felt and how you overcame your disappointment. Use a sequence of events chart to plan your narrative.</p>
THEME 5 - Expository (Response to Literature)	THEME 6 - Persuasive
<p>Writing Situation: You have read <u>Pioneer Girl</u>, and you are thinking about what you have learned about pioneer life in the 1800s.</p> <p>Purpose: To respond to literature in a compare/contrast essay</p> <p>Audience: Your teacher</p> <p>Writing Directions: Consider the way your life is similar to pioneer life and the way your life is different. Write a compare/contrast essay that describes at least one similarity and one difference between the two ways of life. Use a Venn diagram to plan your essay. Refer to your anthology to write this response.</p>	<p>Writing Situation: Your school principal has decided to extend the school day by one hour. You are taking a position on this decision.</p> <p>Purpose: To convince the reader to think or act a particular way</p> <p>Audience: The principal</p> <p>Writing Directions: Think of the advantages and disadvantages of being in school for an extra hour each day. Write a persuasive essay either supporting or opposing the principal's decision. Use a graphic organizer to plan your essay.</p>

Four Point Rubric - Conventions

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Uses capitalization correctly at the beginning of sentences and with proper nouns, for the pronoun <i>I</i> , greetings, months, days of the week, and titles and initials of people.	Uses capitalization correctly for previously mentioned forms and with geographical names, holidays, historical periods, and special events.	Uses capitalization correctly for previously mentioned forms and with names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	Consistently uses correct capitalization.
Mechanics: Punctuation	Uses end punctuation correctly. Inconsistently uses commas and quotation marks. Punctuates dates, cities and states, and titles of books incorrectly.	Uses correct punctuation for previously mentioned forms. Inconsistently punctuates greetings and items in a series correctly.	Consistently uses punctuation of previously mentioned forms correctly. Punctuates parentheses, commas in direct quotations, and apostrophes correctly.	Consistently uses correct punctuation for previously mentioned forms. Uses a colon to separate hours and minutes and to introduce a list. Correctly punctuates titles of poems, songs, and short stories.
Grammar and Usage	Uses correct verb tense, singular and plural nouns, contractions, and adjectives.	Consistently demonstrates standard usage of previously mentioned items and with pronouns, compound words, articles, and subject-verb agreement.	Consistently demonstrates standard usage of previously mentioned items and with irregular verbs, adverbs, prepositions, and coordinating conjunctions.	Consistently demonstrates standard usage of previously mentioned items. Correctly uses verbs that are often misused (e.g., lie/lay, sit/set, rise/raise) and modifiers.
Sentence Structure	Uses a variety of simple and compound sentences. A few run-ons or sentence fragments may be present.	Consistently and effectively uses a variety of simple and compound sentences (including declarative, interrogative, imperative, and exclamatory). No run-ons or sentence fragments present.	Consistently and effectively uses all previously mentioned sentence structures. Sentence patterns and length are varied, effective, and enhance what is written. Uses appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Consistently and effectively uses all previously mentioned sentence structures. Uses independent and dependent clauses, transitions, and conjunctions to connect ideas.
Spelling	Spells frequently used, irregular words, basic short-vowel, long-vowel, r-controlled, consonant-blend patterns, and grade-appropriate sight words correctly.	Correctly spells grade-appropriate words with blends, contractions, orthographic patterns, compound words, and common homophones.	Correctly spells all previously mentioned words. Uses correct sound spelling patterns and structural patterns. Understands affixes, homophones, and meaning patterns.	Correctly spells all previously mentioned word forms along with words containing roots, inflections, affixes, and syllable constructions.

Four Point Rubric - Genre

Genre	1 Point	2 Points	3 Points	4 Points
Narrative Structure	Statements are related to topic. Purpose (explain, describe, etc.) apparent. Extraneous material may be present.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.	Statements clearly organized around main points with supportive facts or assertions. Supports facts with reference to prior knowledge. Use compare and contrast in developing main points.
Narrative Character	Describes and compares story characters with basic descriptors such as nice or mean.	Describes characters in increasing detail, including both physical and mental qualities such as strong or kind.	Describes characters with previously mentioned details along with descriptors of characters' thoughts, feelings, and desires.	Describes characters with previously mentioned details. Life-like characters' actions and speech reflect qualities that enhance plot.
Narrative Plot	Plot developed around a problem and its resolution. Moves logically with little elaboration or detail.	Plot developed around a problem, failed attempts, complications, and resolution. Moves logically through time with elaborate details.	Plot developed as previously described. Additionally, sequence of events move logically with elaborately detailed beginning, middle, and ending. Includes an effective conclusion. Subject and theme well developed throughout.	Plot includes all previously mentioned elements. Also includes more complicated plot lines with varied timelines, flashbacks, or dual story lines.
Narrative Setting	Setting includes descriptions of time, character, and place.	Setting details are distinctive and appropriate to the story type (fantasy vs. realistic settings).	Setting includes all previously mentioned details and is described in ways that contribute to mood, suspense, humor, or excitement of the story.	Setting includes all previously mentioned details and is described in a way that influences story's problems and resolutions or contributes to other story elements, such as character and plot.
Expository Structure	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.	Statements clearly organized around main points with supportive facts or assertions. Supports facts with reference to prior knowledge. Uses compare and contrast in developing main points.	Expository statements include previously mentioned structures. Statements trace and construct a line of argument, identifying part-to-whole relations.
Persuasive	Statements too insufficient to show writer's purpose. No order or organization apparent.	Statements generally related to topic. Position vague or lacks clarity. Unrelated ideas or multiple positions included.	Statements related to topic. Opening identifies position. Middle paragraphs develop and support position. Includes effective closing.	Statements include previously mentioned structures. Sets scope and purpose of paper in introduction. Position focused, organized, and maintained throughout. Facts support position. Includes effective closing.
Formal Letter [for reference only]	Writing demonstrates no awareness of standard business letter form. Purpose and context not clear.	Writing demonstrates some awareness of standard business letter form. Inconsistent use and placement of date, salutation, body, closing, and signature. Lacks clarity of purpose and content.	Writing demonstrates consistent use of standard business letter form including date, salutation, body, closing, and signature. Content focused and organized. Purpose apparent.	Writing demonstrates consistent use of standard business letter form with correct punctuation. Content exceptionally clear, focused, and organized. Purpose clearly stated.

Four Point Rubric - Writing Traits

Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content/Focus	Main ideas and purpose not clearly stated. Superficial, with minimal content. Topic overly broad, simplistic, or unclear. No position or direction evident. Extraneous material present.	Main ideas and purpose stated. Topic may be overly broad and simplistic. Position/purpose/direction is unclear and must be inferred. Result may be ineffective.	Main ideas and content clear, focused, and interesting. Topic stated. Position/purpose introduced and maintained. Supporting details included.	Main ideas and content very clear and strongly supported with rich details. Topic/position/purpose clearly stated and maintained throughout. Topic and details tied to central theme or purpose. Focus based on purpose, audience, and format requirements.
Organization (how well a piece is clearly organized, logically sequenced, and appropriately paraphrased; overall effect of writing)	Organization haphazard and disjointed. Order and structure loosely planned. Sequence of events or facts not consistently logical. Transitions awkward. Beginning use of paraphrasing.	Organization clear and coherent. Order and structure apparent. Sequence of events logical. Details may be a listing of facts/ideas. Transitions adequate. Beginning and conclusion lack impact. Paragraphs attempt to develop a central idea.	Organization enhances central idea and its development. Key concepts logically sequenced. Beginning grabs reader, conclusion adds impact. Transitions enhance meaning and flow. Paragraphs develop central idea.	Organization includes previously mentioned points. A variety of transitions enhance meaning and flow. Paragraph organized around central idea and develop main idea and purpose of composition.
Word Choice	Vocabulary limited with frequently misused words. Language monotonous. Word usage simplistic, repetitive, inappropriate, or overused.	Vocabulary ordinary, lacks preciseness and variety. May be inappropriate to purpose of audience. Words and expressions convey general rather than specific message.	Vocabulary shows some varied and interesting words. Expressions are clear and convey intended message. Words generally appropriate for audience and purpose. Includes vivid and descriptive language.	Vocabulary is varied. Consistently uses interesting, descriptive words and expressions appropriate to audience and purpose. Expressions chosen for impact and to convey intended message. Literary devices used.
Elaboration (supporting details and examples that develop the main idea)	Elaboration of ideas is sketchy or redundant. Details offer little support for key ideas.	Elaboration of ideas includes some sketchy, redundant, or general details. Support for key ideas is uneven.	Elaboration of ideas includes a mix of general statements, specific details, and examples. Support is mostly relevant, but may be uneven and lack depth.	Elaboration of ideas includes specific details and supporting examples for key points/ideas. May use compare/contrast to support statements.
Voice	Voice is inappropriate to topic/content/audience. Writing provides little sense of involvement or commitment.	Voice is evident, though it wavers between appropriate/inappropriate and impersonal/personal. Commitment to topic is inconsistent.	Voice is appropriate for topic/purpose/audience. Writing demonstrates a consistent sense of commitment to topic.	Voice is appropriate for the topic/purpose/audience. Unique style comes through. Writing is expressive, engaging, or sincere and shows a strong sense of commitment to topic.
Sentence Fluency	Sentences mechanical, repetitive, and simplistic. Writing difficult to follow. Awkward, choppy, or rambling sentence construction.	Sentences mechanical and simplistic. Occasional awkward sentence construction and paragraph transitions.	Sentences varied: simple, compound, and complex, creating an effective flow and rhythm. Contributes to ease in oral reading. Transitions smooth.	Sentences show high degree of craftsmanship. Strong, varied sentence construction. Enhances content of composition. Transition between sentences and paragraphs flow making oral reading easy and enjoyable.
Audience	Displays little or no sense of audience. Does not engage audience.	Displays some sense of audience.	Displays a strong sense of audience.	Displays a strong sense of audience. Engages the audience.

NOTES

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