

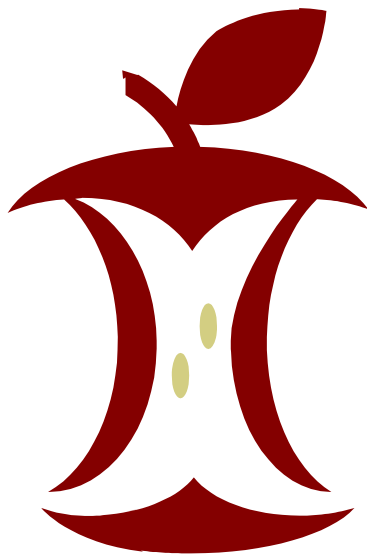
PUSD

Informative/Explanatory

Writing Prompt, Rubric, and Resources

Grade 5

2014-2015



Informative/Explanatory Writing

Formative Assessment (teacher provides) February 8-12, 2015

Summative Administration Dates: March 23-27, 2015

Summative Data due in Illuminate: April 10, 2015

Grade level standard:

W5.2 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, 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
- 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.

General Information About Writing Assessments

1. Schedule uninterrupted time blocks in the morning when students are most fresh.
2. Refer to the script provided with your assessment so that administration can be as uniform as is reasonably possible between rooms.
3. Student assessment materials are limited to what is provided in their packets. Students may have:
 - a. Red/blue pens, post-its, highlighters, or other active reading tools
 - b. Access to dictionary/thesaurus
 - c. As much blank/lined paper as needed
 - d. Walls do not need to be covered up for this assessment.
4. Students will not receive a graphic organizer. They will need to create one on their own.
5. **Do not run off other materials for your students.**
 - a. **No templates**
 - b. **No lists**
 - c. **No graphic organizers**
6. A rubric for assessing student work has been provided for you. If you need more, please run them off.

Sample Writing Assessment

Prompt for Informative/Explanatory Writing

Common Core Standard W5.2

(Directions should be read aloud and clarified by the teacher.)

Teacher Directions and Script

Prompt:

Summary: This task is to be completed in phases over four days. In Phase one students prepare for writing by viewing a video clip, reading source material, and completing prewriting/planning activities. Teachers may allow students to view the video clip more than once, read the texts aloud, and hold class discussions about the materials.

Day 1 Building Background (Suggested time 45 minutes)*

- Teacher builds background knowledge about _____.
- Teacher may show a video in order to help develop student understanding about _____.
I am going to show you a short video that will give you some information about _____. ***As you watch consider the speaker's main points and details.***
Write down these details.
- Give each student a copy their testing materials. Direct students to open to the first article
Teacher says:
We are going to read this article together. You may underline or take notes on this article as we read it aloud.
- Read the article aloud. Stop and clarify content as needed.
(Allow students to watch the video and/or reread the article a second time taking notes or highlighting as they consider the content.)
- Have students turn and talk to a partner about this question. Each partner needs to take a turn.
- Teacher says: ***Over the next couple of days you will be reading about _____.***
These articles will give you information. After reading these articles you will need to plan and write your essay. Collect the testing materials for tomorrow. (Be sure names are on them.)

Day 2 (suggested time 45 minutes)*

- Return the testing materials from the day before and review the ideas discussed.
- Teacher introduces the article.
- Have students read the article taking notes as they read.
- Students may share with a partner or in a small group what they've learned from the text.
- Collect testing materials.

Day 3 (suggested time 45 minutes)*

- Return the testing materials from the day before and review the ideas discussed.
- Teacher introduces the article.
- Have students read the article taking notes as they read.
- Students may share with a partner or in a small group what they've learned from the text.
- Collect testing materials.
-

Day 4 (suggested time 45 minutes)*

- Return student work and materials. Students may be given access to a dictionary and thesaurus.
- Review the prompt of the writing task.
- Students should complete their graphic organizers to plan their writing.
- When students have completed their planning they can begin the drafting process.

*Please note: There is no time limit for this writing assessment. A student may take as long as he/she needs to complete the task. While these directions have been written to span four days if a student requires further time to complete the task they should be able to make use of that additional time.

Name _____

Grade 5 Performance Task

Writing an Informative/Explanatory Piece

Directions: Please respond to the prompt below in writing. You may use your graphic organizer and/or your notes to help you write your opinion piece. You should write your opinion piece on lined paper.

Writing Prompt: _____

Remember, a good informative/explanatory essay:

- Introduces the topic.
- Has a clear focus/topic.
- Uses specific facts, statistics, and examples from the texts to support the focus and explain your thinking.
- Groups ideas in paragraphs
- Has a satisfying conclusion
- Uses precise language and linking words to connect ideas
- Has correct spelling, capitalization, and punctuation

You will have four class periods to complete this reading/thinking/writing task. You may take notes right on the articles or on a separate sheet of paper. Take some time to prewrite before you begin writing. The essay will have a single draft. When you have finished, be sure to proofread your work.

GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD WORK!

Teacher Resources

Prompt Ideas and Resources

Informative/Explanatory Prompt Ideas

1. **Article(s):** Jim Thorpe (see attached)

Question: Who was Jim Thorpe?

2. **Article:** Brown Bears /Grizzly Bear (see attached)

Video:

http://www.google.com/url?sa=t&rct=j&q=bears+national+geographic+kids&source=web&cd=4&ved=0CDkQFjAD&url=http%3A%2F%2Fvideo.nationalgeographic.com%2Fvideo%2Fkids%2Fanimals-pets-kids%2Fwild-detectives-kids%2Fwd-ep8-bearbandits%2F&ei=GDZVT7CuJYSPiALfq4W0Bg&usg=AFQjCNFsITwdwtQ_GBf7qmvQJ2iU0ZHdcg

Question: How do bears survive in northern habitats?

3. **Article(s):** Jackie Robinson (see attached)

Video: <http://m.mlb.com/video/topic/72019152/v32115833/mlb-and-fans-everywhere-celebrate-jackie-robinson-day>

Question: What are some things that Jackie Robinson is remembered for?

4. **Article(s):** Wonders pgs. 116-117 and Social Studies Text pgs. 8-13, and Colonization and Revolutionary War Jamestown (see attached)

Question: What was life like for the citizens of Jamestown?

Quick Writes:

Read aloud an informational/explanatory trade book. Have students write three things they learned or explain the process described.

Have students write the facts learned in a chapter of the social studies or science text, or in an informational passage in Treasures.

Have students explain how to do something they are familiar with—play a game, make something, art project, science experiment, etc.

Canton, Ohio and the National Football League



Each year, approximately 200,000 fans from all over the world visit the Pro Football Hall of Fame in Canton, Ohio. The museum's guest register reveals that in a year's time, visitors come from all fifty states and from sixty to seventy foreign countries. Many wonder why the Hall of Fame is located in this small northeast Ohio city.

Often, museums are built in locations that have historical significance to their subject matter. The Pro Football Hall of Fame is no exception. Canton's ties to pro football began long before the Hall of Fame was built in 1963. On September 17, 1920, a meeting was held in an automobile showroom in downtown Canton. It was at this time that the American Professional Football Association was formed. Two years later, the league changed its name to the National Football League.

Today, fans follow teams like the Dallas Cowboys, San Francisco 49ers, and the Miami Dolphins. But, in 1920, none of those teams existed. Rather, the NFL had teams like the Columbus Panhandles, Dayton Triangles, Rochester Jeffersons, and the Canton Bulldogs.

The Canton Bulldogs were the first real pro football powerhouse. They won the NFL title in 1922 and 1923 making them the league's first two-time champion.

They were a strong team even before the NFL began because of their star player Jim Thorpe. Thorpe, a Native American Indian, was a tremendous athlete. Not only did he play pro football but he played pro baseball and won two gold medals in the 1912 Olympic Games. Even today, he is considered to be one of the world's greatest athletes of all time.

While the Bulldogs are no longer around, pro football remembers its early days in Canton, Ohio. Visitors, young and old, enjoy the story of pro football's history in the city where the NFL began!



The legendary Jim Thorpe

FOOTBALL FACTS AND FIGURES



Who Was Jim Thorpe?

It seems that whenever stories are written about an all-time pro football great, Jim Thorpe's name comes up. Jim Thorpe was born in a one-room cabin in Prague, Oklahoma, on May 28, 1888. Though he had some Irish and French blood, he was mostly of Sac and Fox Indian heritage. In fact, his Indian name was Wa-Tho-Huk, which means Bright Path.

Though football was his first love, he gained his greatest fame as a track star, winning the decathlon and pentathlon events in the 1912 Olympics, held in Stockholm, Sweden. King Gustav V of Sweden told Thorpe as he presented him with his medals, "Sir, you are the greatest athlete in the world." But soon afterward, Thorpe was stripped of his records and medals when it was learned that he had played minor league baseball for money in 1911. In 1984 the Olympic Committee decided that this was an unfair interpretation of the then Olympic rules and restored his records and returned his medals to his family.

In 1915, Thorpe's great abilities and fame led Jack Cusack to offer him \$250 a game to play football for the Canton Bulldogs. While that may not sound like much, it was twice as much as most players were making back then. Even Cusack's friends warned him that he was paying Thorpe too much. Just the same, Thorpe was everything Cusack had hoped he would be -- a great player and a gate attraction. After missing the first two games of the 1916 season because he was playing pro baseball for the New York Giants, Thorpe joined the Canton squad. With Jim playing halfback, the Bulldogs were unofficial World Champions in 1916, 1917 and 1919. (The Bulldogs' championships are said to be unofficial since no organized pro league existed at the time.)

Many old-timers who actually played against Thorpe claimed he was the toughest man ever to play the game. Legend says that Jim would drop-kick a field goal from the 50-yard line, then turn and kick another 50-yarder in the opposite direction with perfect results--just to show off. Others say he could punt a ball the length of the field. Both are probably exaggerations. In any case, there is no doubt that Thorpe was a superb athlete. All accounts suggest he could run with speed and bruising power. He could pass and catch passes with the best. He could kick with accuracy and strength. And, of course, as players did back then, he played defense too.

By the time the NFL was organized in 1920, the thirty-two-year-old Thorpe, who was already past his athletic prime, was unanimously voted the league's charter president. However, he managed to play eight NFL seasons with six different teams and his gate appeal continued. Though at times he sparkled like the Thorpe of old, he never really excelled as much in the NFL as he had in his earlier career. In 1928, at the age of forty he finally called it quits. In 1950, the nation's press honored Thorpe by being named the most outstanding athlete of the first fifty years of the twentieth century. In 1963, he was elected a charter member of the Pro Football Hall of Fame.

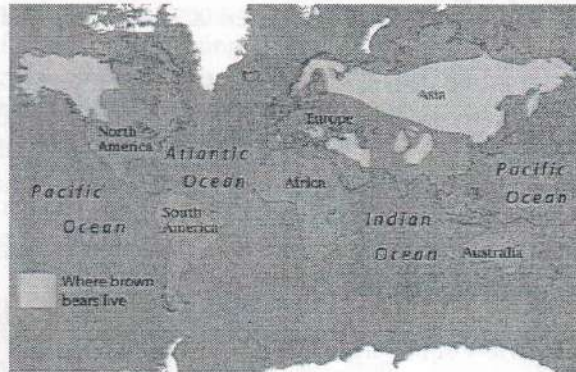
Source: Excerpt from *The Official Pro Football Hall of Fame Answer Book* by Joe Horrigan, Simon & Shuster Inc., 1990.

If you would like to know more about Jim Thorpe, a good book to read is *Jim Thorpe* by Bob Wheeler (University of Oklahoma Press, 1979).

BROWN BEARS

A brown bear can weigh as much as 1,400 pounds (635 kilograms). And as winter approaches, they may eat up to 90 pounds (40 kilograms) of food each day to prepare for hibernation.

Brown bears are often called grizzly bears because the tips of the hair on many of them is grayish, or grizzled.



FACTS ABOUT BROWN BEARS:

- As winter approaches, brown bears—often called grizzly bears—prepare for a long hibernation. During the fall, a brown bear eats practically around the clock, stocking up for the four to seven months when it'll have to live off stored body fat. A grizzly may chow down on 90 pounds (40 kilograms) of food each day.
- As the cold swoops in, the fattened bear waddles into a den among rocks or one it dug out among tree roots. As it falls into a deep sleep, the bear's heart rate drops from about 40 beats a minute to as low as 8 beats a minute. All the bear's body functions slow down. The female brown bear enters her den pregnant with one (sometimes two or three) baby bears.
- Mama bear doesn't even wake up as her blind and hairless cub is born midwinter. The tiny bear, about the size of a chipmunk, is just strong enough to crawl into a position where it settles in to nurse.
- If she succeeded in finding enough food to have a healthy store of fat, the embryo, or tiny developing baby bear, continues to develop and is born after a couple of months. If the mother didn't fatten up enough, the embryo might not develop. A female brown bear's milk is very rich in fat and calories, so the cub grows quickly.
- By the time the adult grizzly wakes up in the spring, her baby is strong enough to follow her out of the den.
- Nearly half of all brown bear cubs born are likely to die before they're a year old. Some die of disease, and others die of starvation.

- Predators such as wolves, mountain lions, and adult male bears—even a cub's own father—are threats, especially to cubs that are separated from their mothers. But mother brown bears are fiercely protective, so many cubs do survive.
- Cubs live with their mothers for up to three years, and then they're usually ready to face life on their own.

FAST FACTS

- The scientific name for the brown bear is *Ursus arctos*.
- Grizzly bears are actually brown bears, but are often considered a subspecies: *Ursus arctos horribilis*.
- Brown bears are found in northern North America, Europe, and Asia, in isolated areas that are undeveloped by humans.
- Brown bear cubs depend on their mother's milk for the first year of life.
- In North America, most brown bears live in the western provinces of Canada and in Alaska. Smaller populations live in Wyoming, Montana, Idaho, and Washington.
- Male brown bears average about 700 pounds (318 kilograms). Females average about 350 pounds (159 kilograms).
- Standing upright on its hind legs, an average-sized male brown bear may reach seven feet (two meters).
- When a grizzly bear stands on its hind legs, it is not doing so as a threat. It's curious, trying to get a better view of its surroundings.
- Brown bears weigh more right before hibernation than they do at the end of the winter sleep.
- Brown bears are often called grizzly bears because the tips of the hair on many of them is grayish, or grizzled.
- Large, well-developed shoulder muscles and big, long, strong claws allow the brown bear to dig up roots to eat, rip apart logs for grubs, and hollow out dens for hibernation.
- Grizzlies, or brown bears, eat mostly vegetation. They supplement their diets with the meat of animals such as fish and small mammals, when it's available.
- Brown bear habitat includes forested mountains, meadows, and river valleys.

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Grizzly Bear

The grizzly bear is a North American subspecies of the brown bear.

These awe-inspiring giants tend to be solitary animals—with the exception of females and their cubs—but at times they do congregate. Dramatic gatherings of grizzly bears can be seen at prime Alaskan fishing spots when the salmon run upstream for summer spawning. In this season, dozens of bears may gather to feast on the fish, craving fats that will sustain them through the long winter ahead.

Brown bears dig dens for winter hibernation, often holing up in a suitable-looking hillside. Females give birth during this winter rest and their offspring are often twins.

Grizzly bears are powerful, top-of-the-food-chain predators, yet much of their diet consists of nuts, berries, fruit, leaves, and roots. Bears also eat other animals, from rodents to moose.

Grizzlies are typically brown, though their fur can appear to be white-tipped, or grizzled, lending them their traditional name.

Despite their impressive size, grizzlies are quite fast and have been clocked at 30 miles (48 kilometers) an hour. They can be dangerous to humans, particularly if surprised or if humans come between a mother and her cubs.

Grizzlies once lived in much of western North America and even roamed the Great Plains. European settlement gradually eliminated the bears from much of this range, and today only about 1,000 grizzlies remain in the continental U.S., where they are protected by law. Many grizzlies still roam the wilds of Canada and Alaska, where hunters pursue them as big game trophies.

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Map



Grizzly Bear Range

Fast Facts

Type:

Mammal

Diet:

Omnivore

Average life span in the wild:

25 years

Size:

5 to 8 ft (1.5 to 2.5 m)

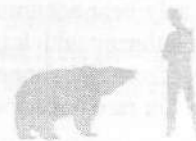
Weight:

800 lbs (363 kg)

Protection status:

Threatened

Size relative to a 6-ft (2-m) man:



Grizzly Bear Habitat

Roaming the North American continent for the past million years, the grizzly bear has managed to outlive both the saber-toothed tiger and the mastodon.

As major targets of human hunters, however, the tens of thousands of grizzlies that once inhabited the Great Plains and the Rockies and Sierras of the American West have been reduced to a fraction of their former numbers.

Today, most grizzlies live in Alaska and Canada. Probably fewer than a thousand remain in the 48 contiguous states, and those bears are found almost exclusively in some 10 million acres of Idaho, Montana and Wyoming.

Grizzly Bear Information & Characteristic

The term "grizzly" refers to the white-tipped hairs that give it a frosty grizzled appearance, particularly those of the Rocky Mountains, and colors can range from a grayish color through yellow-brown to a dark-brown or nearly black coloration. The color depends largely on the grizzly bear habitat and also on the indigenous climate.

The size of grizzly bears decreases generally from the north to the south, ranging from up to 680 kilograms in the north to 80 to 200 kilograms in the south of the country.

The grizzly bear male is on average 1.8 times heavier than the female. Despite its massive figure he can run with a speed of over 60 km/h. The forelegs and the shoulders of the grizzly are particularly massive and powerful, enabling him to dig and to climb. Grizzly bears climb trees to find honey and are accomplished swimmers.

They use their claws and powerful jaws to fight, catch their food and to mark their territory on the trunks of trees. A grizzly's sense of smell is well developed, and its life expectancy is around 30 years.

The grizzly bear accumulates 200 kg of fat in order to survive the harsh winters of its habitat in a state of lethargy which is not, however, a real hibernation. The grizzly bear is omnivorous, eating anything from fish, honey and ants to beached whales. They also feed on dead game and other carrion. On rare occasions they kill elk and dig out ground squirrels and foxes.

Nevertheless, 90% of its diet is vegetarian. The grizzly bear is normally a solitary animal but gets together with other bears along the banks of fast-flowing streams and rivers during the salmon breeding period when the fish are going upriver to spawn.

Grizzly Bear Cubs

The cubs are born in midwinter and the number depends in part on the local food supply. Twins are usually the most common result. At birth, the grizzly is blind and toothless and weighs about 500 grams. They are so small that newborn would easily fit into cupped hands, although they grow fast and are robust and playful by the time warm weather arrives.

BEARPLANET <http://www.bearplanet.org/grizzlybear.shtml>

Jackie Robinson



Jack Roosevelt Robinson

On January 31, 1919, Jack Roosevelt Robinson was born in Cairo, Georgia. He was an athlete and the first black to enter professional major league baseball, playing for the Brooklyn Dodgers from 1947 to 1956. He was voted the National League's Most Valuable Player in 1949 and elected to the Baseball Hall of Fame in 1962. Robinson died in Stamford, Connecticut on October 24, 1972.

The first black man to play modern American major league baseball was born in 1919, the son of a sharecropper. He was the youngest of five children. Because sharecroppers were paid such low wages, his mother felt they were not any better off than slaves.

When Jackie was young, the family moved to California. Jackie's father was gone and his mother cleaned houses to support her children. Wanting to earn money to help his mother, Jackie delivered papers, cut lawns, and ran errands.

As a young boy, Jackie joined the neighborhood Pepper Street gang and started stealing, and throwing dirt at cars. A neighbor told Jackie that he would hurt his mother if she knew he was getting into trouble. The neighbor also told him that he would be showing more bravery if he didn't do what the gang wanted him to do. Jackie listened. It was then he decided to become active in sports.

As Jackie matured, he became fond of playing all sorts of games and sports. In high school and college, Jackie earned letters in track and field, basketball, football, and baseball. It was while studying at UCLA, that he met his future wife.

Jackie quit college because he felt a financial responsibility to his mother. In 1942, Jackie was drafted into the army. Jackie Robinson faced much prejudice in the army. As an officer, he was asked to join the army football team. But when other teams objected to playing a team with a black member, he turned to the army baseball team where he was also rejected because of his race.

After leaving the army, in 1945, Jackie played shortstop for the Kansas City Monarchs, one of several teams in the Negro League, because professional baseball was still segregated. It was at this time that Brooklyn Dodgers president, Branch Rickey, recognized Jackie's talent in baseball.

Branch Rickey was determined to make Jackie Robinson the first black player in major league baseball. Jackie started playing with the Dodgers' farm club. Rickey advised Jackie not to fight back when people were unkind to him. Baseball players and fans alike thought he should not be allowed to play. But he played so well, that in 1947, he started playing professional baseball for the Brooklyn Dodgers.

At first, his teammates didn't like playing with him, however, when other teams screamed at Jackie, his teammates came to his defense. Because of his great performance at second base and his outstanding batting average, he was selected Rookie of the Year. In 1949, he was named the Most Valuable Player in the National League. One of his greatest thrills was when he helped the Dodgers win the 1955 World Series.

Jackie Robinson paved the hard path for black men to play in the major leagues. In 1962, he was the first black American inducted into baseball's Hall of Fame. Ten years later, Jackie Robinson died at the age of 53 in Stamford, Connecticut.

About My Father

By Sharon Robinson



Jackie Robinson with daughter Sharon.

April 15 marks the anniversary of Jackie Robinson's breaking of the color barrier in Major League Baseball. A student once asked me: "What is the color barrier?" Baseball's "color barrier" refers to the time in U.S. history when black- and brown-skinned ballplayers were kept out of the Majors. In 1947, my father, Jackie Robinson, broke through that barrier. He opened the door for others to follow.

Fifty years later, *Breaking Barriers: In Sports, In Life* was created to help students understand Jackie Robinson's legacy of change. By participating in this program, you'll come to understand the values that made my father successful on the field, and which also guided him as a parent. You'll likewise discover strengths in your own character to help you overcome barriers in your life. Let's get started!

American baseball became popular during the Civil War. Briefly in the late 1800s, two black players, Bud Fowler and Moses Fleetwood Walker, played alongside whites. But by 1890, Major League Baseball, like most of the U.S., was "segregated." Black- and brown-skinned players were in the Negro Leagues. Whites played in the Majors.

In 1945, Branch Rickey stepped forward to break baseball's color barrier. Rickey

was the president and general manager of the Brooklyn Dodgers™. He sent scouts to explore the pool of players. Many Negro League players

Rickey was testing whether my father would have the strength of character to fight back with his bat rather than his fist."

were well-known and highly skilled. Players such as Satchel Paige and Josh Gibson topped the list provided by Mr. Rickey's scouts. But they agreed on Jack Roosevelt Robinson.

The scouts told Mr. Rickey about Jackie Robinson. During his season with the Negro League team the Kansas City Monarchs, Robinson played shortstop. He hit .387, honed his skill at stealing bases, and was chosen for the league's All-Star Game.

They presented my dad's college statistics next. While at UCLA, he was the leading basketball scorer in his conference. He was also the national champion in the long jump, an All-American halfback in football, and a varsity baseball shortstop. In fact, he was the first athlete at UCLA to letter in four sports in a single year.

In a now-famous meeting, Branch Rickey painted the

rough conditions my dad would face in the Majors. Racist fans would shout angry insults. A spiteful opponent might spike him with metal cleats. Rickey hoped my father would have the strength of character to fight back with his bat and not his fist. My dad agreed to this plan. Two months later, he signed with the Montreal Royals, the Dodgers™ farm team.

Rickey was right: My dad faced amazing odds. He fought back with perfectly timed bunts, hard line drives, and stolen bases. On April 15, 1947, he stepped

onto the grass of Ebbets Field™ as a member of the Brooklyn Dodgers™. He went on to play 10 seasons and earned such awards as Rookie of the Year and Most Valuable Player.

It took 13 seasons before every Major League Baseball team had at least one black player. Today, things have changed. Major League Baseball players come from around the world. They break barriers of culture, language, race, and religion. Like you, they meet challenges with the same set of values that helped my father succeed on and off the field. ♦



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Photo: top, Courtesy Robinson Family; Photo, bottom: © AP Images.

Jackie Robinson was the first African American to play Major League Baseball. Robinson played for the Brooklyn Dodgers. Although he played multiple positions, he was most famous for playing second base. He was also an outstanding hitter and fast runner.

In 1947, Robinson was named Rookie of the Year. It was his first year playing Major League Baseball. Two years later, he received the National League's Most Valuable Player award. Each year, his popularity grew and grew. He led the Brooklyn Dodgers to a World Series victory in 1955.

The most amazing thing about Jackie Robinson was his courage. Even though he was an incredible player, many people didn't like him. Why? They didn't like the fact that he was African American. Every game was a trial for him. He had to put up with viewers and other players making racist remarks towards him. Sometimes even his own teammates called him names.

Robinson didn't let the racism bother him. He had the courage to continue playing. In 1962, Jackie Robinson was elected into the National Baseball Hall of Fame. In 1984, he was awarded a Presidential Medal of Freedom.

Colonization and Revolutionary War

Jamestown

In 1607 John Smith and a group of English settlers landed on the coast of Virginia. There, in complete wilderness, they built a village. They named their colony Jamestown, after King James I of England. Jamestown became the first permanent English colony in America.

At first Jamestown was managed by a group of men back in England. They had paid for the settlers to go to Jamestown and wanted to make money from their colony. Britain needed raw materials, especially wood for ships. The men knew that Jamestown and areas nearby had many trees. For a year the colonists worked hard, cutting and preparing lumber to be shipped back to England. But they had no time to grow their own food. That first year the colonists almost died from starvation. The winter of 1609 was nicknamed "The Starving Time." When Captain John Smith returned from a trip to England, he found that the colony was barely surviving.

The Powhatan Indians raided the settlement. Disease swept through the population. Out of the 214 settlers who were alive when Captain Smith left, only 60 had survived. Captain Smith made a rule that if a colonist did not work, that colonist would not get food. Without his guidance the colony might have perished.

The next year colonists began farming. Soon a man named John Rolfe discovered tobacco. Tobacco immediately became popular in England and brought Jamestown a lot of money. Relationships with the Powhatan Indians improved as well. Pocahontas, the daughter of a Powhatan chief, married John Rolfe. This marriage helped to create peace between the Powhatan Indians and the settlers for several years.

Fifth Grade Revising Topics:

_____ Multiple Paragraphs

_____ Introduction

_____ establish a topic

_____ Develop the topic with:

_____ facts

_____ evidence

_____ quotations

_____ Conclusion

_____ Transitions

_____ within paragraphs

_____ between paragraphs

_____ Details to improve the meaning and focus

_____ add words, phrases, or sentences

_____ delete/omit words or sentences

_____ consolidate or combine short sentences

_____ word choice

_____ word order

_____ Logical/sequential progression of ideas as

Fifth Grade Editing Topics:

_____ Capitalization

_____ Titles

_____ Beginning of a Sentence

_____ Proper nouns (i.e. names of people, places, things)

_____ Punctuation

_____ Correct end mark at the end of a sentence

_____ Commas in dates, locations, and addresses

_____ Commas in a series

_____ use comma **and** quotation marks:

_____ quotations from a text

_____ use quotation marks:

_____ titles of poems, songs, short stories

_____ underline titles of books, magazines etc

_____ Making Sense

_____ Complete/Incomplete Sentences

_____ comma between independent/dependent clauses

_____ comma before a coordinating conjunction

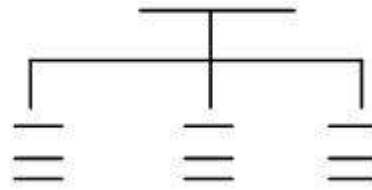
_____ Subject/Verb agreement

_____ correct and consistent use of tense

_____ Spelling (roots, prefixes, suffixes, contractions, and syllable constructions)

_____ Indent at the start of each new paragraph

Expository-Tree



Informative/Explanatory Writing Rubric

Grade 5

	Informative/Explanatory (content) SCORE: _____	Revise (organization) SCORE: _____	Edit (conventions) SCORE: _____
4-Grade Level Mastery	<p>The writing effectively examines a topic and conveys ideas and information clearly.</p> <p>The writing effectively supports the topic with precise facts and details.</p> <p>The writing accurately cites sources.</p> <p>Writing completely responds to prompt.</p>	<p>The writing includes an effective introductory paragraph.</p> <p>The writing includes an effective variety of sentence structures to improve meaning, focus, interest and style.</p> <p>The writing effectively includes academic words and phrases relevant to the subject.</p> <p>The writing includes effective transitional words and expressions.</p> <p>The writing includes an effective concluding paragraph.</p> <p>The organizational structure logically and effectively supports the writer’s purpose.</p>	<p>Always uses prepositional phrases, interjections, and conjunctions correctly.</p> <p>Always uses verb tenses and subject verb agreement correctly.</p> <p>All sentences are complete.</p> <p>Always uses punctuation correctly.</p> <p>Always capitalizes correctly.</p> <p>Always spells correctly.</p>
	<p>The writing adequately examines a topic and conveys ideas and information clearly.</p> <p>The writing adequately supports the topic with precise facts and details.</p> <p>The writing adequately cites sources.</p> <p>Writing mainly responds to prompt.</p>	<p>The writing includes an adequate introductory paragraph.</p> <p>The writing includes an adequate variety of sentence structures to improve meaning, focus, interest and style.</p> <p>The writing adequately includes academic words and phrases relevant to the subject.</p> <p>The writing includes adequate transitional words and expressions.</p> <p>The writing includes an adequate concluding paragraph.</p> <p>The organizational structure adequately supports the writer’s purpose.</p>	<p>Mostly uses prepositional phrases, interjections, and conjunctions correctly.</p> <p>Mostly uses verb tenses and subject verb agreement correctly.</p> <p>Most sentences are complete.</p> <p>Mostly uses punctuation correctly.</p> <p>Mostly capitalizes correctly.</p> <p>Mostly spells correctly.</p>
2-Making Progress toward	<p>The writing does not examine a topic and/or convey ideas and information clearly.</p> <p>The writing has limited support.</p> <p>The writing attempts to cite sources.</p> <p>Writing attempts to respond to the prompt.</p>	<p>The writing includes a limited or incomplete introductory paragraph.</p> <p>The writing includes a limited variety of sentence structures to improve meaning, focus, interest and style.</p> <p>The writing includes limited use of academic words and phrases relevant to the subject.</p> <p>The writing includes limited transitional words and expressions.</p> <p>The writing includes a limited concluding paragraph.</p> <p>The organizational structure somewhat supports the writer’s purpose.</p>	<p>Some prepositional phrases, interjections, and conjunctions used correctly.</p> <p>Some verb tenses and subject verb agreement used correctly.</p> <p>Some sentences are complete.</p> <p>Some punctuation used correctly.</p> <p>Some capitalization correct.</p> <p>Some spelling correct.</p>
1-1	<p>The writing does not examine a topic.</p> <p>The writing has no support.</p> <p>The writing does not cite sources.</p> <p>Writing does not respond to prompt.</p>	<p>The writing does not include an introductory paragraph.</p> <p>The writing does not include a variety of sentence structures to improve meaning, focus, interest and style.</p> <p>The writing does not include relevant academic vocabulary.</p> <p>The writing does not include transitional words and expressions.</p> <p>The writing does not offer a concluding paragraph.</p> <p>The organizational structure does not support the writer’s purpose.</p>	<p>Few prepositional phrases, interjections, and conjunctions used correctly.</p> <p>Few verb tenses and subject verb agreement used correctly.</p> <p>Few sentences are complete.</p> <p>Few punctuation used correctly.</p> <p>Few capitalization correct</p> <p>Few spelling correctly.</p>

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Font Paragraph Styles

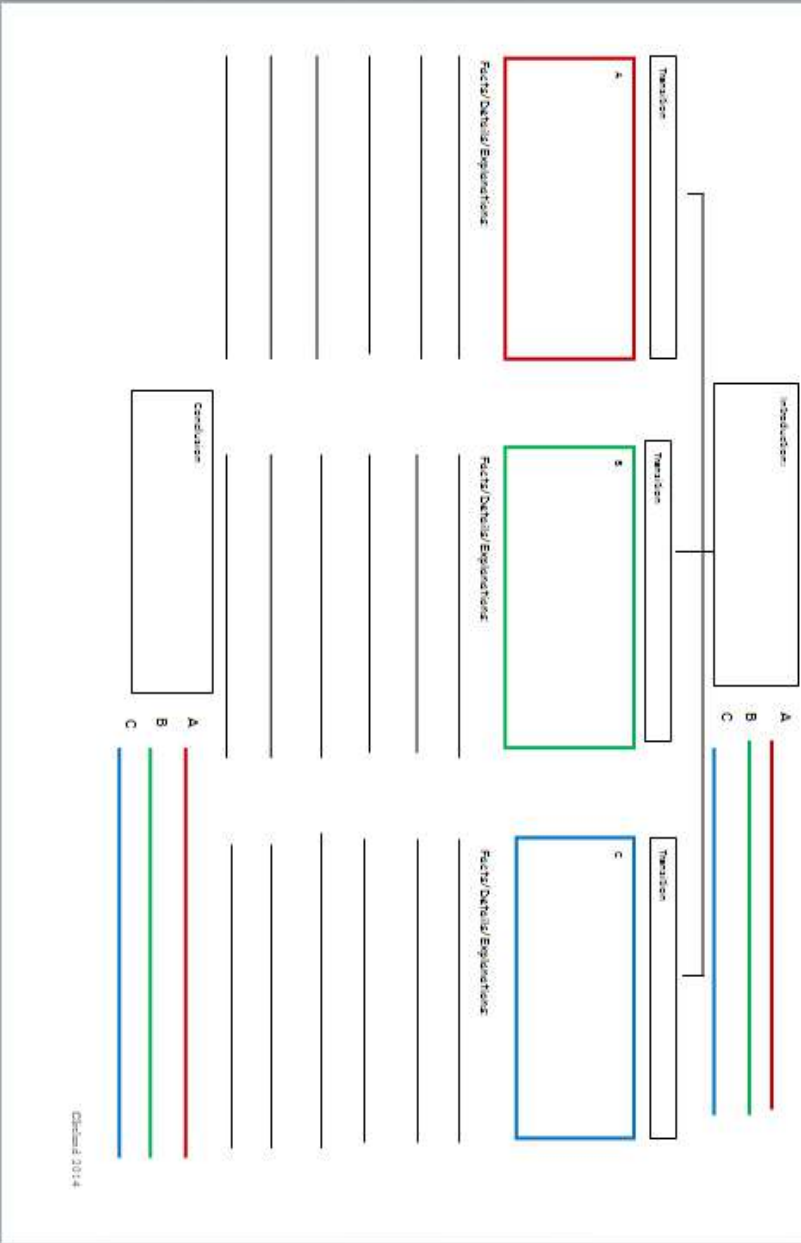
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Editing

Expository Writing-Grade 5



Windows taskbar with icons for Internet Explorer, File Explorer, Windows Media Center, Google Chrome, and Microsoft Word.