

CSAP Preparation: Don't Wait for the "Eleventh Hour"

Grade Level or Special Area: 5th Grade

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Length of Unit: Nine lessons, 60 minutes each

I. ABSTRACT

The purpose of this unit is to familiarize students with the CSAP format while presenting content fifth grade Core Knowledge® classrooms are already using. In a world of standardized testing teachers must prepare their students to the best of their ability. This unit utilizes Core Knowledge® literature, science, history and geography to prepare fifth graders for the reading and writing CSAP tests. It is not necessary to teach the units consecutively. Each lesson is independent, and can be integrated into the language arts period during the corresponding Core Knowledge® unit.

II. OVERVIEW

A. Concept Objectives

1. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
3. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.

B. Content from the *Core Knowledge Sequence*®

1. Language Arts: Writing, Grammar, and Usage: Writing and Research (p. 109)
 - a. Produce a variety of types of writing
2. Language Arts: Writing, Grammar, and Usage: Grammar and Usage (p. 109)
 - a. Correctly use punctuation studied in earlier grades
3. Language Arts: Poetry: Poems (p. 110)
 - a. Narcissa
4. Language Arts: Fiction and Drama: Myths and Legends (p. 111)
 - a. American Indian trickster stories
5. Language Arts: Fiction and Drama: Speeches (p. 111)
 - a. Chief Joseph (Highh'moot Tooyalalkekt): "I will fight no more forever"
6. History and Geography: World History and Geography: European Exploration, Trade, and Clash of Cultures (p. 113)
 - a. Background
 - i. Beginning in the 1400's Europeans set forth in a great wave of exploration and trade
 - ii. European motivations
 - b. European Exploration, Trade, and Colonization
 - i. Portugal
 - a) Prince Henry the Navigator, Bartolomeu Dias, and Vasco da Gama
7. History and Geography: World History and Geography: The Renaissance and Reformation (p. 114)
 - a. The Renaissance
8. History and Geography: World History and Geography: Russia: Early Growth and Expansion (p. 115)
 - a. History and Culture
 - i. Ivan III (the Great), czar (from the Latin Caesar)

- ii. Ivan IV (the Terrible)
- 9. Science: Cells: Structures and Processes (p. 127)
 - a. Structure of cells
- 10. Science: Chemistry: Matter and Change (p. 129)
 - a. Chemical and Physical Change
 - i. Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure.
Examples of chemical change: rusting of iron, burning of wood, milk turning sour
 - ii. Physical change changes only the properties or appearance of the substance, but does not change what the substance is made of.
Examples of physical change: cutting wood or paper, breaking glass, freezing water

C. Skill Objectives

1. Students will identify the main idea of the passage.
2. Students will compare and contrast chemical and physical change.
3. Students will demonstrate comprehension.
4. Students will recall details from reading a story.
5. Students will summarize information.
6. Students will become familiar with the format of standardized testing like the CSAP.
7. Students will sequence events in a story.
8. Students will summarize events in a story.
9. Students will use inference to answer questions.
10. Students will identify character traits of the main character in a story.
11. Students will express and defend an opinion based on evidence in a story.
12. Students will relate what they read to their own life.
13. Students will sequence events.
14. Students will label events on a timeline.
15. Students will edit for spelling, punctuation and grammar.
16. Students will construct a quality paragraph with relevant details.
17. Students will evaluate their own writing based on a rubric.
18. Students will revise their own writing using revision guidelines.
19. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
20. Students will write a piece of narrative writing.
21. Students will add details from history class to their writing.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Teachers should have a working knowledge of how to construct paragraphs and stories. Ideally teachers should have access to a structured writing program that will help students build their skills from year to year.

B. For Students

1. Students should have additional reading and writing instruction throughout the school year.

IV. RESOURCES

- A. *What Your Fifth Grader Needs to Know*
- B. www.cde.state.co.us/

V. LESSONS

Lesson One: Does it Really Change?

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
 - a. Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Examples of chemical change: rusting of iron, burning of wood, milk turning sour
 - b. Physical change changes only the properties or appearance of the substance, but does not change what the substance is made of. Examples of physical change: cutting wood or paper, breaking glass, freezing water
3. Skill Objectives
 - a. Students will identify the main idea of the passage.
 - b. Students will compare and contrast chemical and physical change.
 - c. Students will summarize information.
 - d. Students will demonstrate comprehension.
 - e. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. Appendix A: Does it Really Change? (one copy of all three pages stapled into a packet per student)
2. Appendix B: Does it Really Change? Exemplar Answers (one copy for teacher)

C. *Key Vocabulary*

1. Properties – characteristics of an item
2. Ignited – set on fire

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix A: Does it Really Change?
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 4 and 5, emphasize the importance of answering the question completely to earn the 2 points that are possible.
9. If anyone wrote outside of the box, tell the students that it is important to stay within the box because a machine cuts the margins off of each page before it is scored.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be

necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Two: Coyote Goes to the Land of the Dead

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
 - a. American Indian trickster stories
3. Skill Objectives
 - a. Students will identify the main idea of the passage.
 - b. Students will sequence events in a story.
 - c. Students will summarize events in a story.
 - d. Students will identify character traits of the main character in a story.
 - e. Students will express and defend an opinion based on evidence in a story.
 - f. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. Copies of “Coyote Goes to the Land of the Dead” for each student. You can find the story in *What Your Fifth Grader Needs to Know*
2. One copy of Appendix C: Coyote Goes to the Land of the Dead with pages stapled together for each student
3. One copy of Appendix D: Coyote Goes to the Land of the Dead Exemplar Answers for the teacher

C. *Key Vocabulary*

1. Longhouse – long, wooden dwelling used by many NE tribes
2. Fitfully – not peacefully, restlessly

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the story. Be sure to read through your version of “Coyote Goes to the Land of the Dead” if you do not use the version from *What Your Fifth Grader Needs to Know* to scan for other unfamiliar vocabulary.
2. Give each student one copy of Appendix C: Coyote Goes to the Land of the Dead.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 4, 5 and 6, emphasize the importance of answering the question completely to earn the points that are possible.

9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Three: Narcissa

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
 2. Lesson Content
 - a. Narcissa
 3. Skill Objectives
 - a. Students will demonstrate comprehension.
 - b. Students will relate what they read to their own life.
 - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of “Narcissa” for each student. The poem can be found in *What Your Fifth Grader Needs to Know*
 2. One copy of Appendix E: Narcissa for each student
 3. One copy of Appendix F: Narcissa Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Pomp – dignified or magnificent display
- D. *Procedures/Activities*
1. Go over the vocabulary.
 2. Give each student a copy of “Narcissa” and a copy of Appendix E: Narcissa.
 3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 20 minutes to complete the activity.
 4. Tell the students to be sure to check their work if they finish before the 20 minutes has passed.
 5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
 6. At the end of the 20 minutes ask all students to put down their pencils and to take out a pen.
 7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper
 8. With the written answers for numbers 1, 3 and 4, emphasize the importance of answering the question completely to earn the 2 points that are possible.
 9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be

necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Four: Ivan - Great and Terrible

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in applying the reading process to different types of informational text.
2. Lesson Content
 - a. Ivan III (the Great), czar (from the Latin Caesar)
 - b. Ivan IV (the Terrible)
3. Skill Objectives
 - a. Students will sequence events.
 - b. Students will demonstrate comprehension.
 - c. Students will label events on a timeline.
 - d. Students will summarize information.
 - e. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. One copy of Appendix G: Ivan - Great and Terrible with all three pages stapled together for each student
2. One copy of Appendix H: Ivan - Great and Terrible Exemplar answers for the teacher

C. *Key Vocabulary*

1. Suppressed – use force to put an end to something
2. Rebellion – armed resistance to a government
3. Annexed – to take an area and make it part of an existing country or territory
4. Turmoil – a state of extreme confusion

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix G: Ivan - Great and Terrible.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 5 and 6, emphasize the importance of answering the question completely to earn the complete points that are possible.
9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be

necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Five: Chief Joseph’s “I will fight no more forever”

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
 - a. Chief Joseph’s “I will fight no more forever”
3. Skill Objective
 - a. Students will recall details from reading a story.
 - b. Students will demonstrate comprehension.
 - c. Students will express and defend an opinion based on evidence in a story.
 - d. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. One copy of Chief Joseph’s “I will fight no more forever” for each student. This story can be found in *What Your Fifth Grader Needs to Know*
2. One copy of Appendix I: Chief Joseph’s “I will fight no more forever” with two pages stapled together for each student
3. One copy of Appendix J: Chief Joseph’s “I will fight no more forever” Exemplar Answers for the teacher

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article. If you are not using the version from *What Your Fifth Grader Needs to Know*, you may need to scan for vocabulary words.
2. Give each student one copy of Appendix I: Chief Joseph’s “I will fight no more forever.”
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 1,2, and 5 and 6, emphasize the importance of answering the question completely to earn the 2 points that are possible.
9. If anyone wrote outside of the boxes or lines, tell the students that it is important to stay within the boxes and lines because a machine cuts the margins off of each page before it is scored.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be

necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Six: Exploration and Trade Editing

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in editing for grammar, spelling, punctuation, and sentence structure.
2. Lesson Content
 - a. Beginning in the 1400's Europeans set forth in a great wave of exploration and trade
 - b. European motivations
 - c. Portugal: Prince Henry the Navigator, Bartolomeu Dias, and Vasco da Gama
 - d. Correctly use punctuation studied in earlier grades.
3. Skill Objectives
 - a. Students will edit for spelling, punctuation and grammar.
 - b. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. One copy of Appendix K: Exploration and Trade Editing with all three pages stapled together for each student
2. One copy of Appendix L: Exploration and Trade Editing Exemplar Answers for the teacher

C. *Key Vocabulary*

1. Legacy – something handed down after someone has died

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix K: Exploration and Trading Editing.
3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. On the paragraphs on the 3rd page emphasize the importance of rewriting all underlined words when editing.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Seven: The Cell

A. *Daily Objectives*

1. Concept Objective
 - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
2. Lesson Content
 - a. Structure of cells
 - b. Produce a variety of types of writing
3. Skill Objectives
 - a. Students will construct a quality paragraph with relevant details.
 - b. Students will evaluate their own writing based on a rubric.
 - c. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. One copy of Appendix M: The Cell with both pages stapled together for each student
2. One copy of Appendix N: Writing Evaluation Rubric for each student

C. *Key Vocabulary*

1. Organization – the way of putting a paragraph together
2. Focused – all ideas are related to the topic of the paragraph
3. Content – the details and ideas in the writing
4. Style/fluency – the way the sentences sound and are written
5. Language usage – the use of grammar, spelling, capitalization and punctuation
6. Sketchy – not clear or detailed
7. Figurative – using comparisons in language
8. Imagery – creating a picture with words

D. *Procedures/Activities*

1. Give each student one copy of Appendix M: The Cell.
2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Pass out Appendix N: Writing Evaluation Rubric to each student.
8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
12. Read as many as you have time to discuss.

13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality paragraph.
 14. If you would like to have the students revise and write a second copy, go to lesson eight.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Eight: Time to Revise

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.
 2. Lesson Content
 - a. Correctly use punctuation studied in earlier grades.
 3. Skill Objectives
 - a. Students will revise their own writing using revision guidelines.
 - b. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
 - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Students should have a copy of one of their previously written paragraphs
 2. One copy of Appendix N: Writing Evaluation Rubric for each student
 3. One copy of Appendix O: Paragraph Revision Checklist for each student
 4. One copy of Appendix P: Paragraph Final Copy for each student
- C. *Key Vocabulary*
1. Draft – a copy of a writing piece
- D. *Procedures/Activities*
1. Pass out Appendix N: Writing Evaluation Rubric and their previously written paragraphs.
 2. Remind students of previous discussions about their written work based on Appendix N: Writing Evaluation Rubric.
 3. Encourage students to reread the rubric and discuss the quality they should work toward in their revision work.
 4. Give each student one copy of Appendix O: Paragraph Revision Checklist and Appendix P: Paragraph Final Copy.
 5. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and edit and revise their previously written paragraph completely and carefully. Tell them they will have 30 minutes to complete the activity.
 6. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
 7. Mark down the starting and ending time on the board, just like you will during the real CSAP.
 8. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
 9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.

10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
 11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
 12. Read as many as you have time to discuss.
 13. Use this rubric often to evaluate student writing in order to make students aware of what how to edit and revise to create quality paragraphs.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

Lesson Nine: The Renaissance

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
 2. Lesson Content
 - a. The Renaissance
 - b. Produce a variety of types of writing
 3. Skill Objectives
 - a. Students will write a piece of narrative writing.
 - b. Students will add details from history class to their writing.
 - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix Q: The Renaissance with both pages stapled together for each student
 2. One copy of Appendix N: Writing Evaluation Rubric for each student
 3. One copy of Appendix R: Story Revision Checklist for each student if you are planning to revise this story
 4. One copy of Appendix S: Story Final Copy for each student if you are planning to have students write a final copy of this story
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Give each student one copy of Appendix Q: The Renaissance.
 2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
 3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
 4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
 5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
 6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.

7. Pass out Appendix N: Writing Evaluation Rubric to each student.
 8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
 9. Have each student evaluate their own story using Appendix N: Writing Evaluation Rubric.
 10. Tell the class that you will now read some of the stories out loud. If they do not wish to have their story read aloud they should write the word “no” at the bottom corner of the page.
 11. Collect the stories and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the story. Collect a group consensus on the points earned.
 12. Read as many as you have time to discuss.
 13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality story.
 14. If you would like to have the students revise and write a second copy, go to lesson eight. Use Appendices R and S instead of Appendices O and P when evaluating stories. (3rd graders do not have to revise for CSAP, but starting in 4th grade, all students revise during the test).
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each story using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

VI. CULMINATING ACTIVITY

- A. There is no culminating Activity, but teachers are encouraged to use the writing rubrics and checklists often to familiarize students with them. Teachers are encouraged to create narrative and expository writing assignments that connect to other Core Knowledge® subjects.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Does it Really Change?”
- B. Appendix B: Does it Really Change? - Exemplar Answers
- C. Appendix C: Coyote Goes to the Land of the Dead
- D. Appendix D: Coyote Goes to the Land of the Dead - Exemplar Answers
- E. Appendix E: Narcissa
- F. Appendix F: Narcissa - Exemplar Answers
- G. Appendix G: Ivan- Great and Terrible
- H. Appendix H: Ivan- Great and Terrible - Exemplar Answers
- I. Appendix I: Chief Joseph’s “I will fight no more forever”
- J. Appendix J: Chief Joseph’s “I will fight no more forever” - Exemplar Answers
- K. Appendix K: Exploration and Trade Editing
- L. Appendix L: Exploration and Trade Editing Exemplar Answers
- M. Appendix M: The Cell
- N. Appendix N: Writing Evaluation Rubric
- O. Appendix O: Paragraph Revision Checklist
- P. Appendix P: Paragraph Final Copy
- Q. Appendix Q: The Renaissance
- R. Appendix R: Story Revision Checklist
- S. Appendix S: Story Final Copy

VIII. BIBLIOGRAPHY

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- B. "Change is Cool!" www.usoe.k12.ut.us/curr/science/sciber00/8th/matter/sciber/chng.html
- C. "Henry the Navigator." <http://encarta.msn.com>
- D. Hirsch, Jr., E.D. *What Your Fifth Grader Needs to Know*. New York: Doubleday, 1993. 0-385-31464-7.
- E. "Ivan the III" <http://members.tripod.com/Codim/rus/ivan3.html>
- F. "Ivan the IV" <http://members.tripod.com/Codim/rus/ivan4.html>
- G. "Vasco da Gama." [Http://encarta.msn.com](http://encarta.msn.com)
- H. www.cde.state.co.us/

Name: _____ Date: _____

Read the article “Does it Really Change?” and then do numbers 1 through 5.

Does it Really Change?

Every day things change. We change our clothes, we change our hairstyle, and we change the TV channels. But, do we really change? Scientifically speaking, change is often put into two different categories: physical change and chemical change.

Physical change occurs when the appearance or properties of a substance change, but what the substance is made of does not change. One example of this is wood that is made into a baseball bat. You start with a piece of wood. After cutting, shaping and sanding, the object looks completely different. However, the substance that the bat is made of is the same substance as the original wood. Another example of physical change is the change that occurs when a mirror breaks. The original mirror and the pieces of the broken mirror are different in shape, but the substance they are made of is identical. Frozen water, or ice, is still chemically identical.

Chemical change, on the other hand, involves the change of one substance into a completely different substance. There are some observable signs that often accompany a chemical change: color change, bubbling, fizzing, light, smoke or heat. When iron rusts, a chemical change has occurred. You can see the gray, or silver colored iron changing into the reddish color we associate with rust. Popcorn kernels change into popcorn we can eat after the heat causes the kernels to open up and expand. When we burn wood, the smoke is a visible sign that the wood is undergoing a chemical change. The ash that is left is a different substance than the wood that was ignited.

We may think things around us are changing. The next time you think something changed, ask yourself, “Did it really change?”

Adapted from: “Change is Cool!” www.usoe.k12.ut.us/curr/science/sciber00/8th/matter/sciber/chng.html

Appendix A, page 2
Does it Really Change?

Fill in the circle for the best answer to each question below.

1. The main idea of this article is
 - that everything changes
 - the difference between chemical and physical change
 - how physical change is more powerful than chemical change
 - why chemical change is more important than physical change

2. When the appearance of an object changes, but not the properties of the object,
 - a chemical change has occurred.
 - both a chemical and physical change have occurred.
 - a chemical change will occur later.
 - a physical change has occurred.

3. Of the following, which is not an observable sign of a chemical change?
 - fizzing
 - melting
 - smoking
 - bubbling

4. In the chart below write one way physical change and chemical change are similar and one way they are different.

How are chemical and physical changes similar?	How are chemical and physical changes different?
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Appendix B
Does it Really Change? - Exemplar Answers

1. the difference between chemical and physical change
2. a chemical change has occurred
3. melting

4. Possible answers for how physical and chemical changes are similar:
Student answers may vary slightly.

- Both cause an object to change appearance
- Both cause an object to change form

Possible answers for how physical and chemical changes are different:
Student answers may vary slightly.

- Physical changes do not involve a change in properties of the object.
- Chemical changes cause a change in properties of the object.
- Chemical changes may cause fizzing, bubbling, smoking or other observable signs.

Scoring #4 2 points if they give one similarity and one difference
1 point if they list a difference or a similarity
0 points if they do not list either

5. Student description should be similar to one of the following for each type of change:

Physical change:

- When wood is made into a baseball bat the shape changes, but the substance does not change.
- When a mirror breaks, the shape changes, but the original substance remains the same.
- Frozen water, or ice, is still chemically identical to liquid water.

Chemical change:

- When iron rusts, the gray, or silver colored iron changes into the reddish color we associate with rust.
- Popcorn kernels change into popcorn we can eat after the heat causes the kernels to open up and expand.
- When we burn wood, the heat causes a new substance, ash, to form.

Scoring #5: 2 points if 1 correct example is given for each change
1 point if only one kind of change is described
0 points if no changes are describe correctly

Appendix C, page 1
Coyote Goes to the Land of the Dead

Name _____ Date _____

Read the story of “Coyote Goes to the Land of the Dead” then answer the following questions.

1. Which sentence best tells what the story is about?
 - Coyote was sad that his wife died.
 - Coyote obeyed the spirit.
 - One explanation of why dead people do not come back to life.
 - One explanation of why coyotes are often described as tricky.

2. Number these events in the order they happened.

Coyote gives the Death Spirit a feather.

Coyote follows the Death Spirit.

Coyote’s wife dies.

Coyote follows his wife’s spirit.

3. Why did Coyote follow the Death Spirit?
 - He wanted to die.
 - He missed his wife.
 - He was afraid to disobey.
 - His chief told him to follow the spirit.

4. Write a sentence describing one of Coyote’s character traits.

Appendix D
Coyote Goes to the Land of the Dead - Exemplar Answers

1. One explanation of why dead people do not come back to life.
2. 2 Coyote gives the Death Spirit a feather.
3 Coyotes follows the Death Spirit.
1 Coyote's wife dies.
4 Coyote follows his wife's spirit.
3. He missed his wife.
4. Accept any reasonable character trait written in a complete sentence.
Scoring #4 2 points if a reasonable trait is described in a complete sentence
1 point if a trait is described, but not in a complete sentence
0 points if a reasonable character trait is not described
5. Accept any reasonable response from students.
6. Student answers may vary but they should contain the following details.
After traveling, Coyote and the Death Spirit looked at imaginary horses.
Then, they pretended to walk into a longhouse. They sat down and drank an imaginary drink, which warmed them up. They went to sleep. When Coyote woke up he saw many spirits. He danced and talked with them. One night the Death Spirit told Coyote he must return to the land of the living.
Scoring #6: 2 points if summary is complete
1 point if summary is missing key elements.
0 points if summary is not correct

Appendix E
Narcissa

Name: _____ Date: _____

Read the poem “Narcissa” and then answer the following questions:

1. Name two things that other girls might be doing.

1) _____

2) _____

2. What does Narcissa do?

O play jacks

O sit upon a brick

O cry

O read

3. What three things does Narcissa imagine herself to be?

4. Close your eyes and imagine you are something different. Write down three things you might imagine yourself to be.

1) _____

2) _____

3) _____

Appendix F
Narcissa Exemplar Answers

1. Playing jacks and playing ball
 Scoring #1: 2 points if 2 correct answers are listed
 1 point if 1 correct answer is listed
 0 points if no correct answers are given

2. sit upon a brick

3. She imagines herself to be a queen, a singing wind and a nightingale.
 Scoring #3: 2 points if all three answers are given
 1 point if 1 or 2 answers are given
 0 points if no answers are given

4. Accept any answers
 Scoring #4: 2 points if 3 answers are listed
 1 point if 1 or 2 answers are listed
 0 points if no answers are given

Name: _____

Date: _____

Read the following article about the Ivan the Great and Ivan the Terrible and answer the questions.

Russia has had many great, and many terrible leaders. Ivan the Great is remembered throughout history as a man who helped Russia. Ivan the Terrible also helped Russia, however, the killings he demanded earned him the nickname Ivan the Terrible in many history books.

Ivan the Great, otherwise known as Ivan III was the grand duke of Moscow from 1462-1505. He worked on unifying the vast Russian lands under the leadership of Moscow. Ivan successfully kept the Tatars from invading Russia. He also suppressed a rebellion within Moscow. Ivan III brought Novgorod and Tver under Moscow's rule. He had successfully established a unified rule over the formerly divided lands of Russia. Ivan's son Vasily III became the new leader when Ivan III died.

Vasily III, Prince of Moscow died when his son, Ivan IV, was only three years old. Ivan was crowned Czar of Russia, and he ruled from 1533-1584. The word czar is taken from the Latin word "Caesar." Ivan IV worked on expanding the Russian empire. He set up an advisory council and made many reforms in the local government. He annexed two of the three Tatar states and gained control of the Volga River and the Caspian Sea. He helped to get trade with England, France and Holland established. All of this happened before he became referred to as Ivan the Terrible. The change came about after the death of his wife, Anastasia, in 1560. He blamed his advisors and others for her death. He left Moscow and returned with the promise that all traitors could be punished by death. He ordered many people killed and lived out the remainder of his rule amid turmoil and disaster.

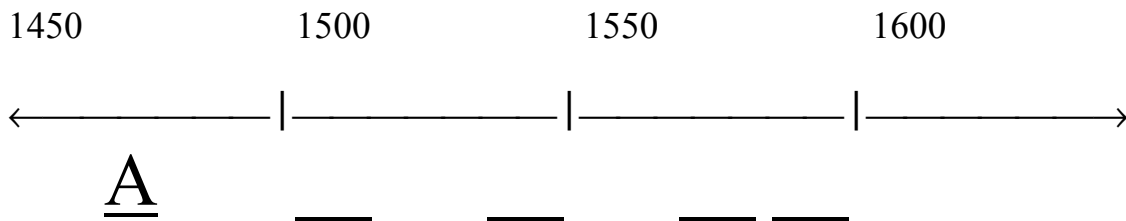
Adapted from: <http://members.tripod.com/Codim/rus/ivan3.html> and
<http://members.tripod.com/Codim/rus/ivan4.html>

1. The czar was a ruler in which country?
 Holland
 Russia
 England
 France

2. Who was the son of Ivan III?
 Ivan IV
 Peter the Great
 Vasily III
 He had no son

3. Put the letter for the following events in the correct places along the timeline for Russia. The first one has been done for you.

- | | |
|--------------------------------|-------------------------|
| A. Ivan III becomes Grand Duke | D. Ivan IV becomes Czar |
| B. Anastasia Dies | E. Ivan III dies |
| C. Ivan IV dies | |



4. Why was Ivan IV known Ivan the Terrible?
 He unified Russia.
 He gained control of the Volga River and Caspian Sea.
 He made many reforms in the government.
 He ordered many people to be killed after his wife died.

Appendix G, page 2
Ivan - Great and Terrible

5. Where does the word “czar” come from?

6. Summarize the life of Ivan III.

Appendix H
Ivan - Great and Terrible Exemplar Answers

1. Russia
2. Vasily III
3. A E D B C
4. He ordered many people to be killed after his wife died.
5. The word czar came from the Latin word Caesar. (answers may vary)
Scoring #5: 1 point if a correct answer is given
 0 points if a correct answer is not given
6. The following events should be included in the correct order:
(Answers may vary slightly, but order must be the same)
Ivan was crowned czar of Russia. He worked on expanding the Russian empire. He set up a group of advisors and reformed many parts of the government. He gained control of the Volga River and the Caspian Sea. He helped establish trade with other countries. Then, his wife died. He blamed his advisors and left Moscow. He returned, but ordered many people to be killed.
Scoring #6: 2 points if all events are listed in the correct order
 1 point if most events are listed in the correct order
 0 points if no events, or fewer than 3 events are listed in the correct order

Appendix I, page 1
Chief Joseph's "I will fight no more forever"

Name: _____ Date: _____

Read Chief Joseph's "I will fight no more forever" and answer the questions carefully.

1. Where were Chief Joseph and the Tsutpeli (Nez Perce) when he gave this speech?

2. Name three reasons Chief Joseph gave in his message to the U.S. troops telling why he didn't want to fight anymore.

3. What nationality is Chief Joseph?

- Native American
- Asian American
- African American
- Canadian

4. How does Chief Joseph describe his feelings at the end of his message?

- happy and free
- angry and bitter
- tired and sad
- hateful and mean

Appendix J
Chief Joseph's "I will fight no more forever" - Exemplar Answers

1. They were about 30 miles from the Canadian border.
(Answers may vary slightly)
Scoring #1: 1 point if answer is correct
0 points if no answer, or incorrect answer is given

2. Accept any three of the following:
I am tired of fighting, many are dead, it's cold, we have no blankets, children are freezing to death, some have run away, I want to look for my children. (answers may vary slightly)
Scoring #2:
2 points if 3 answers are listed
1 point if 1 or 2 answers are listed
0 points if no answers are given

3. Native American

4. tired and sad

5. Both "yes" and "no" are acceptable. Answer must contain a reasonable explanation.
Scoring #5:
2 points if answer and explanation are reasonable
1 point if only answer or explanation is given
0 points if no answer is given, or explanation is not reasonable

6. Accept any two of the following answers:
It was cold, many people died, there were not enough blankets, many ran away. (Answers may vary slightly)
Scoring #6
2 points if 2 answers are listed
1 point if 1 answer is listed
0 points if no answers are given

Name: _____

Name: _____

Read the paragraphs below. Pay attention to the underlined, numbered words. Choose the answer that shows the best capitalization or the best punctuation for the underlined words.

Exploration and Trade

In the 1400's many Europeans began to seeking new exploration routes to
1
increase their ability to trade for the things they needed and wanted. The Muslims
had control of a large number of trade routes to Asia. The Muslims made it
2
difficulter for the Europeans to get the items they needed, so the Europeans had to
3 4
seek other ways to get to Asia.

- | | | | | | |
|----|-----------------------|-------------------|----|-----------------------|-------------------|
| 1. | <input type="radio"/> | seek | 2. | <input type="radio"/> | roots |
| | <input type="radio"/> | seeking | | <input type="radio"/> | rowtes |
| | <input type="radio"/> | sought | | <input type="radio"/> | routies |
| | <input type="radio"/> | correct as it is. | | <input type="radio"/> | correct as it is. |
| 3. | <input type="radio"/> | more difficult | 4. | <input type="radio"/> | they need |
| | <input type="radio"/> | much difficult | | <input type="radio"/> | they will need |
| | <input type="radio"/> | complicateder | | <input type="radio"/> | need |
| | <input type="radio"/> | correct as it is. | | <input type="radio"/> | correct as it is. |

The Europeans are hoping to get what they wanted from Asia directly.
5
They wanted to profit by selling things like gold, silver, silks, sugar and spices.
6

- | | | | | | |
|----|-----------------------|-------------------|----|-----------------------|-------------------|
| 5. | <input type="radio"/> | hoping | 6. | <input type="radio"/> | to sell |
| | <input type="radio"/> | hope | | <input type="radio"/> | sell |
| | <input type="radio"/> | were hoping | | <input type="radio"/> | by sell |
| | <input type="radio"/> | correct as it is. | | <input type="radio"/> | correct as it is. |

Some Europeans did not have money as their motivation for exploring other trade routes. There were some explorers who desired to spread Christeanity to the people who were in other parts of the world.

7. as they're
 as there
 as theirs
 correct as it is.

8. Christianity
 christianity
 christeanity
 correct as it is.

One of the explorers who saught to spread Christianity was Bartolome de las Casas. He speaks out against the poor treatment that many of the people Native to the Americas recieved from the Europeans. He believed that the natives should be treated well by the Europeans.

9. seeked
 sought
 sought to
 correct as it is.

10. speaks
 spoke out
 speak out
 correct as it is.

11. People Native
 People native
 people native
 correct as it is.

12. received
 receive
 recieve
 correct as it is.

Appendix K, page 3
Exploration and Trade Editing

Read each of the paragraphs below. Look carefully at the underlined words. If there is a mistake, rewrite all of the words that are underlined so that they are correct. If all of the words are correct, write “ok” above the underlined words.

There were explorers from many different countrys in Europe that traveled all over the world. Explorers from Portugal traveled and explored Africa in the search for a trade route to asia

Prince Henry, the third son of King John of Portugal became a key person in the history of exploration. He did not going on voyages himself, but under his direction, many sailors set out to explore the western coast of Africa. He left a big legacy when he openned a school for navigators. He also worked on improving shipbuilding.

Another Portugese explorer, Bartolomeu Dias was the first European to sail around the Cape of good Hope in Southern Africa. After his trip, many Europeans followed his route to try and set up a trading post in India. A trading post in India would allowed the Europeans to get what they need from Asia, without depending on the Muslim's who controlled the land routes to Asia.

Vasco da Gama, also from Portugal, followed Bartholomeu Dias' route and tried to set up a trading post in India. Although da Gama was not successful in establishing a trading post, he was rewarded financially for his exploration.

Adapted from “Henry the Navigator,” “Bartolomeu Dias,” and “Vasco da Gama” from <http://encarta.msn.com>

Appendix L
Exploration and Trade Editing Exemplar Answers

1. seeking (2nd choice)
2. correct as it is (4th choice)
3. more difficult (1st choice)
4. correct as it is (4th choice)
5. were hoping (3rd choice)
6. correct as it is (4th choice)
7. correct as it is (4th choice)
8. Christianity (1st choice)
9. sought (2nd choice)
10. spoke out (2nd choice)
11. people native (3rd choice)
12. received (1st choice)

Paragraph corrections:

countries

ok

to Asia

go

opened

ok

Good Hope

allow

they needed

Muslims

Appendix M, page 1
The Cell

Name: _____

Date: _____

Write a paragraph describing the parts of a cell. Be sure to include the purpose of each part in your writing.

PLANNING

Use this page if you would like to plan your writing. You might consider using a diagram, web, cluster, list, story map, or any other way to help you organize your writing.

Appendix N
Writing Evaluation Rubric

Name: _____

Name: _____

	Unsatisfactory 1 point	Partially Proficient 2 points	Proficient 3 points	Advanced 4 points
Content/ Organization	<ul style="list-style-type: none"> • Story or ideas is not clear • Supporting details are absent • Organization is not present; may be a brief list • Ideas are not connected to the purpose 	<ul style="list-style-type: none"> • Unclear or sketchy • Details are missing or unclear • Not well organized, written like a list • Ideas are not connected to the prompt 	<ul style="list-style-type: none"> • Topic or story is not completely developed • Details are not interesting or they are not specific • Main idea is not clear • Somewhat organized 	<ul style="list-style-type: none"> • Good details • The main idea is clear • Important information is included • Organized well. • Answers the prompt
Style/ Fluency	<ul style="list-style-type: none"> • Unreadable or messy • Word choice is inaccurate or repetitive • Vocabulary is too simple • Simple, repetitive sentences or sentence fragments • Errors make meaning unclear 	<ul style="list-style-type: none"> • Words are not accurate, specific, or appropriate • Choppy or repetitive • Portions of the writing are unreadable or messy • Errors interfere with understanding 	<ul style="list-style-type: none"> • Good use of 4th grade words • Words are not specific or exciting • Simple sentence structure • Mostly readable and neat • Any errors do not interfere with meaning 	<ul style="list-style-type: none"> • Great use of words • Some figurative language or imagery • Different sentence structures • Readable, neat, and/or nearly error-free

Score Point 0 The response is off-topic or unreadable.

A (8 points)

B (6-7 points)

C (4-5 points)

D (2-3 points)

F (0-1 points)

This rubric has been modified from the 5th Grade CSAP rubric provided by CDE.

Appendix O
Paragraph Revision Checklist

Name: _____

Date: _____

REVISING YOUR PARAGRAPH

Now you are going to revise your paragraph. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice to make it my own work?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.

Appendix Q, page 1
The Renaissance

Name: _____ Date: _____

In the age of the Renaissance, art was very important to the people. Imagine you are watching Michelangelo or Leonardo da Vinci working on one of their famous works of art. Write a story that describes what you are thinking, feeling and seeing. Be sure to include historical details.

PLANNING

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.

Appendix R
Story Revision Checklist

Name: _____

Date: _____

REVISING YOUR STORY

Now you are going to revise your story. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Does my story tell about events or is it just a list?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice so that it seems as if this story is real?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.

