

Grade 5

A Non-fiction Report
("A Person I Admire")



A Non-fiction Report ("A Person I Admire")

The Task

Students were asked to write a non-fiction report on a person they admire (e.g., an author, an inventor, a famous Canadian, an athlete, a family member), using a planning web and a report planner to help them record, jot notes, and summarize information. They were asked to organize information using well-developed paragraphs that provided relevant supporting details. They were also expected to use a variety of sentences. Students were reminded to work with peer editors to check each other's work for errors in spelling, grammar, and punctuation.

The following are the "overall expectations" that relate to this task:

By the end of Grade 5, students will:

- communicate ideas and information for a variety of purposes;
- organize information to convey a central idea using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- use simple, compound, and complex sentences;
- produce pieces of writing using a variety of specific forms and materials from other media (e.g., as sources of information);
- revise and edit their work, seeking feedback from others and focusing on content, organization, and the appropriateness of the vocabulary for the audience;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., spelling, grammar, punctuation) specified for this grade.

During this task, students worked on the following selected "expectations in specific areas" from the Grade 5 curriculum:

By the end of Grade 5, students will:

- use levels of language appropriate to their purpose;
- use a variety of resources to confirm spelling (e.g., a dictionary, CD-ROM).

Previous Learning Experiences

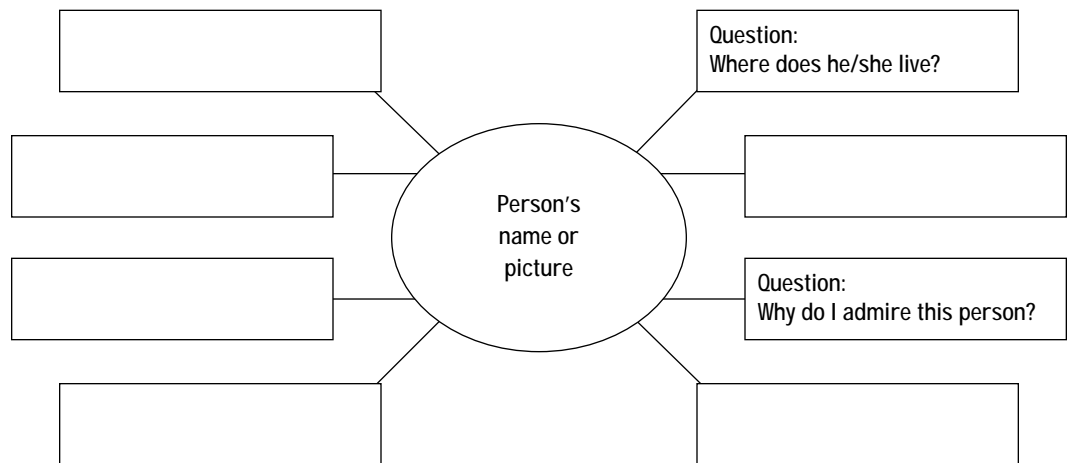
It was suggested that before attempting the task, students should have had experience with the following:

- process writing
- using visual organizers
- using a dictionary and a thesaurus for editing
- using non-fiction materials and writing non-fiction reports
- comparing their work to criteria outlined on task-specific charts like the rubrics included in this booklet

The Process Used

Teachers used the following process:

Prewriting. In the centre of a planning web drawn on chart paper, teachers placed the name and photo of a familiar famous personality and then worked with students to generate questions to help determine why this person is admired, recording these on the planning web. Teachers then modelled on chart paper how to select and sequence the questions so that the information produced is logical and connected.



Drafting. Students each selected a “Person I Admire” and formulated questions about this individual using the class chart as a guide. They then completed any necessary research required, as well as the “Report Plan” forms in their student packages. Teachers reviewed with students how to write the first draft of a non-fiction report from the information included in the report plans, and students wrote their first drafts.

Revising. Teachers reviewed with their students the criteria for a quality non-fiction report using the checklist included in the student package (or any similar alternative).

Editing. Teachers reviewed with students the criteria for revising and editing using the checklists provided in the student package (or any similar alternatives). Students revised or edited their own work and then worked in pairs to complete a peer revision or edit of their work before writing the final copy.

Publishing. Students wrote their final copies using resources such as computers, dictionaries, and thesauruses.

Reflecting. After finishing their final copies, students reflected on the process they had completed by filling out the reflection sheets provided in their student packages.

Teachers then evaluated students' work using the rubric reproduced on the next page.

Grade 5: Rubric for a Non-fiction Report

Categories	Level 1	Level 2	Level 3	Level 4
Reasoning	The student:			
<ul style="list-style-type: none"> – complexity of the ideas and connection to the topic – understanding of the topic – number and relevance of supporting facts and details (research sources) 	<ul style="list-style-type: none"> – uses only simple ideas, some of which are off-topic – shows limited understanding of the topic – has a conclusion that is unclear – appears to have based the report only on personal knowledge 	<ul style="list-style-type: none"> – uses simple ideas that usually support the topic – shows some evidence of understanding of the topic – has a conclusion that is not entirely clear – appears to have based the report mostly on a single source 	<ul style="list-style-type: none"> – uses developed ideas that support the topic – shows a general understanding of the topic – has a clear conclusion that summarizes some of the ideas presented – appears to have used information based on both personal knowledge and other sources 	<ul style="list-style-type: none"> – uses well-developed ideas that support the topic effectively – shows a thorough understanding of the topic – has a clear conclusion that summarizes all the ideas presented – appears to have used information from a variety of sources effectively
Communication	In the student's report:			
<ul style="list-style-type: none"> – purpose (to write a report) – voice (appeal to the reader through content, style, or vocabulary) – word use and vocabulary – sentence variety (structure, type, length) 	<ul style="list-style-type: none"> – the topic is unclear and is described with limited detail and accuracy – there is little evidence of the writer's voice – only basic and unclear vocabulary is used – there is little variety in the sentences 	<ul style="list-style-type: none"> – the topic is identified and described with some detail and accuracy – there is some evidence of the writer's voice and some attempt to interest the reader – the vocabulary used is limited but clear – there is some variety in the sentences 	<ul style="list-style-type: none"> – the topic is clearly identified and described with good detail and accuracy – the writer's voice is clearly evident – the vocabulary clearly conveys the meaning of the writer – there is a good variety in the sentences 	<ul style="list-style-type: none"> – the topic is clearly identified and thoroughly and accurately described – the writer's voice is clear and engages the reader's interest – the vocabulary is extensive, clear, creative, and descriptive – there is extensive variety of sentences used effectively
Organization	The student's report:			
<ul style="list-style-type: none"> – overall structure (beginning, middle, end, links) – paragraph structure 	<ul style="list-style-type: none"> – has no clear beginning, middle, or end – contains ideas and details that are unconnected, with no paragraph structure 	<ul style="list-style-type: none"> – has a beginning, a middle, and an end that are somewhat linked – includes ideas and details that are somewhat connected within the paragraphs 	<ul style="list-style-type: none"> – has a clear beginning, middle, and end with paragraphs linked to the main topic and an end that is linked with the beginning – has paragraphs that each contain similar or linked ideas and supporting details 	<ul style="list-style-type: none"> – flows logically and sequentially with paragraphs that build to a conclusion – has paragraphs that each contain ideas and supporting details that are logically linked
Conventions	In the student's report:			
<ul style="list-style-type: none"> – grammar, spelling, punctuation – visual presentation (e.g., indentations, spacing, margins, title) 	<ul style="list-style-type: none"> – there are several major errors or omissions – few aspects of the expected visual presentation are evident 	<ul style="list-style-type: none"> – there are several minor errors or omissions – some aspects of the expected visual presentation are evident 	<ul style="list-style-type: none"> – there are only a few minor errors or omissions – most aspects of the visual presentation are evident 	<ul style="list-style-type: none"> – there are practically no errors or omissions – all aspects of the visual presentation are evident

“A PERSON I ADMIRE”

Roberto Alomar

Reberto Alomar is 30 years old. His birthday is Febuary 5 1968. He was born in portoricko.

I injoy Reberto Alomars occupation wicth is baseball. He is a Designated hitter. In 1997 Reberto Alomar hit a career .333.

His achifments are making it to the pro's. His dad and brother both play baseball.

I like baseball because when you hit the ball your team cheers you on.

I play baseball in Action for fun and we dont haft to stay in the same position.

I admire Reberto Alomar because I would like to go to the pros and hit a career .333.

Teachers' Notes**Reasoning**

- includes simple ideas that are often not connected to the topic
- provides limited detail to support ideas

Communication

- uses only simple sentences with limited detail
- the language and vocabulary used are simple

Organization

- the paragraph structure is limited; some paragraphs consist of only one sentence
- details are not connected

Conventions

- there is inconsistent use of capitals
- there are major spelling errors with common words (e.g., "haft to" for "have to")

Comments

This sample is a level 1 because the ideas, sentences, and vocabulary are too simple for Grade 5. There are ideas presented, but they are mostly unrelated facts that do not address why this person is admired.

"A PERSON I ADMIRE"

I admire my cousin
 because he is a fun and caring
 guy. He is a carpenter and, two
 sisters. His name is t. h. He
 He has a blue truck but
 he wants a four wheel drive.
 He likes camping trips. I admire
 him because he is a smart, cool,
 lot of people like him, he
 cares and I admire
 him because he is a
 nice, guy.

I admire my cousin because he is a fun and caring guy. He is a carpenter and, two sisters. His name is t. h. He has a blue truck but he wants a four wheel drive. He likes camping trips. I admire him because he is a smart, cool, lot of people like him, he cares and I admire him because he is a nice guy.

Teachers' Notes

Reasoning

- includes only simple ideas
- provides few supporting details
- the report is based on personal knowledge only

Communication

- the sentences used are simple (beginning with "I" or "he" in a repetitive way)
- the vocabulary used is simple and basic

Organization

- the ideas are unconnected
- there is no paragraph structure

Conventions

- there is inconsistent use of capitals for proper nouns and many spelling errors

Comments

This piece of writing lacks a paragraph structure. Sentences and ideas are simple. There is a collection of sentences that are limited and do not always support the topic of why this person is admired.

"A PERSON I ADMIRE"

Terry Fox is the person that I am writing about because he tried to help others when they were in need. Like children or grown ups that had cancer for a very long time.

Terry started sports when he was little and when he was older.

Terry was diagnosed with cancer in 1979 Terry had his right leg amputated. He sounds like a very nice person to meet.

Terry is a person that I admire because he is determined and he never gives up in what he could accomplish.

I hope that some day cancer will be beaten help raise money for the Cancer Society.

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Teachers' Notes

Reasoning

- there is evidence of simple ideas (e.g., “when he was little and when he was older”)
- there is some evidence of supporting details but not all ideas have been developed

Communication

- ideas are sometimes developed (e.g., when Terry's determination is discussed) but not consistently and with limited detail

Organization

- ideas are disjointed (e.g., the writer does not explain why Terry would be “nice to meet”)
- some single sentences (sports) are presented as a paragraph

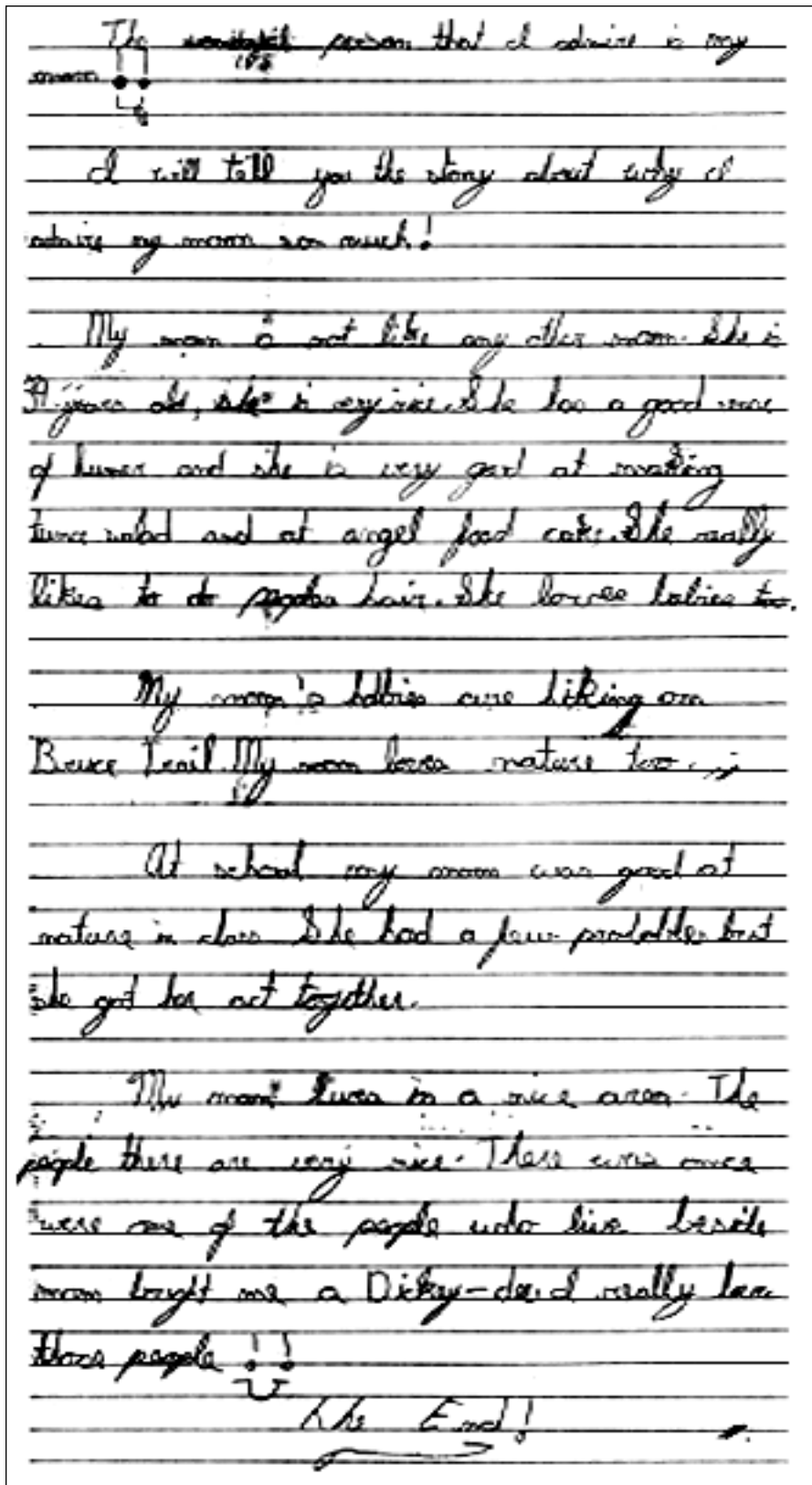
Conventions

- there is a minor sentence error (second sentence)
- there are errors in common words (e.g., “tryed” for “tried”)
- there is evidence of some aspects of visual presentation (e.g., indentations and spacing, but no title)

Comments

This piece has elements approaching the standard. It is a good mix of simple and developed ideas. Some errors in conventions are evident (one sentence incomplete, one too long). However, most of the ideas are simple and undeveloped.

"A PERSON I ADMIRE"



The wonderful person that I
admire is my mom!!

I will tell you the story about
why I admire my mom so much!

My mom is not like any other
mom. She is 39 years old, she is
very nice. She has a good sense of
humor and she is very good at
making tuna salad and at angel food
cake. She really likes to do people's
hair. She loves babies too.

My mom's hobbies are hiking
on Bruce Trail. My mom loves
nature too.

At school my mom was good at
nature in class. She had a few
problems but she got her act
together.

My mom lives in a nice area.
The people there are very nice.
There was once were one of the
people who live beside mom bought
me a Dickey-dee. I really love those
people!!

The End!

Teachers' Notes

Reasoning

- the ideas presented are mostly on topic, but some are solidly off-topic
- the report seems to be based only on personal knowledge

Communication

- there is some specific vocabulary used (e.g., “sense of humer” and “Bruce Trail”)

Organization

- some attempt at paragraphs was made
- the conclusion is off-topic but somewhat connected

Conventions

- there are minor spelling errors in common words (“omce” for “once”, “were” for “where”)
- there are grammatical errors (“There was omce were ...”)

Comments

The concluding sentence is off-topic, but this piece shows beginning awareness of paragraphs and some understanding of providing detail to support a topic. Some of the detail takes away from the central idea (why the student admires her mom).

"A PERSON I ADMIRE"

Elvis Stojko, 26 years old and dedicated to what he does was born March 22, 1972 in Newmarket Ont. This young star travels the world going to competitions and practices, although through all the travelling he manages to fit it all in. Most people know Elvis from his spectacular skating performances all over the world.

I am one of Elvis Stojko's #1 fans. He and I both figure skate and love to do it. Even so he has been to many more competitions than I have and they are as follows: Worlds - 9th in 1990, 6th in 1991, 3rd in 1992, 2nd in 1993, 1st in 1995 and 1st in 1997. In the Olympics he recieved 7th in 1992, 2nd in 1994 and 2nd in 1998.

I admire Elvis because he likes himself the way he is and nobody can change him. He is always humble and never brags. He smiles when he loses and doesn't usually get upset.

Elvis dreams and plans of winning the gold in the Olympics. He has a black belt in karate and likes to read. Though he is extremely busy he still has time for his family.

Therefore Elvis has contributed dedication, hard work, and sportsmanship. He accepts losing with a smile and attempts the impossible.

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Teachers' Notes

Reasoning

- the ideas are developed and explain why Elvis is admired
- the flow of the report is logical
- the ideas give supportive detail and description

Communication

- the ideas and vocabulary reflect Grade 5 expectations (e.g., “practices”, “competitions”, “manages”)
- a variety of sentence structure is used

Organization

- the report is organized into paragraphs, each of which is linked in general to its topic sentence
- the concluding paragraph is a good summary

Conventions

- there are some sentence errors (e.g., starting with “Therefore”) and a few minor spelling errors
- the paragraph format is clear

Comments

This piece meets the requirements of a report about why a person is admired. The person is introduced and supporting details are given in an orderly and logical way. The vocabulary and language use is consistent with Grade 5 writing.

"A PERSON I ADMIRE"

Once you read about my Aunt [redacted] you will choose her as a person you admire too. I admire her because of what she has accomplished and just that she's my aunt and I love her too. This is proof of why my aunt is such an excellent person.

She was born in 1958 in [redacted] Ontario. As both a child and a teenager my Aunt [redacted] was very popular in school not only because she was intelligent but because she was kind, generous and also very understanding and she still is.

My aunt has made many accomplishments. She works with the disabled as her job. My Aunt [redacted] also watches a 6 year old girl named [redacted] who has many disabilities. Sign Language classes are taken by my aunt twice a week.

I want to be like my aunt when I grow up because she's kind and helpful. This shows that my aunt is a great person and now you know why I admire her and why you would admire her also.

Once you read about my Aunt L____ you will choose her as a person you admire too. I admire her because of what she has accomplished and just that she's my aunt and I love her. This is proof of why my aunt is such an excellent person.

She was born in 1958 in H____ Ontario. As both a child and a teenager my Aunt L____ was very popular in school not only because she was intelligent but because she was kind, generous and also very understanding and she still is.

My aunt has made many accomplishments. She works with the disabled as her job. My Aunt L____ also watches a 6 year old girl named A____ who has many disabilities. Sign Language classes are taken by my aunt twice a week.

I want to be like my aunt when I grow up because she's kind and helpful.

This shows that my aunt is a great person and now you know why I admire her and why you would admire her also.

Teachers' Notes

Reasoning

- presents a clear theme and supports it in a logical way
- demonstrates an understanding of the task, "Why this person is admired"

Communication

- the details support the topic to make the meaning clear
- the sentences have variety

Organization

- the beginning, middle, and end are evident and are linked
- the vocabulary is developed ("generous", "intelligent", "accomplishments")

Conventions

- the spelling, grammar, and punctuation are strong
- some sentences are too long (overuse of "and")

Comments

This piece of writing shows a good understanding of the task. The topic is presented and developed with details. The organization supports the topic.

"A PERSON I ADMIRE"

He was born on November 12, 1913 in Hamilton. His name is [redacted] and he is my Papa. Grandma met Papa when she was 10. They have known each other for 73 years. Many people are famous and have more talents, but I chose to write about the most important person, in my life my Papa. I admire him because he was a good role model, talented wood worker and he taught me the importance of family.

My Papa was a good role model. My grandma told me he never got mad and he solved his problems in a peaceful way. According to my mom he saved her from getting bitten by a snapping turtle once. He calmly told her not to touch it and gently moved it out of harms way with a shovel. My Papa taught me how to be kind and patient.

My Papa is very talented with wood. He made me a crib for my dolls when I was two. My mom has three clocks he made. Also, he made me a teddy and my grandma painted it.

Finally, my Papa taught me the importance of family. Every year my grandparents had our whole family over for Christmas. These gatherings were his happiest times. One time I missed a visit and Papa was very disappointed. As I get older family will always be important to me.

Papa very sadly passed away on April 2, 1997 1 day after my second cousin was born. Papa died at the [redacted] General Hospital. When I go to grandma's house I keep wishing he was there. I sure don't know what people think but in my opinion he was the greatest man in the whole world.

He was born on November 12, 1913 in Hamilton. His name is F____ D____ and he is my Papa. Grandma met Papa when she was 10. They have known each other for 73 years. Many people are famous and have more talents, but I chose to write about the most important person, in my life my Papa. I admire him because he was a good role model, talented wood worker and he taught me the importance of family.

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Teachers' Notes

Reasoning

- the central ideas are well developed and well supported with relevant details
- the conclusion summarizes effectively
- the student has a thorough understanding of the topic

Communication

- the details engage the reader and help the reader understand why this person is admired
- the vocabulary used is strong ("according to", "talented", "importance of family")

Organization

- the writing is solidly organized to support the theme
- the paragraphs focus on single themes linked to the main theme established in the opening

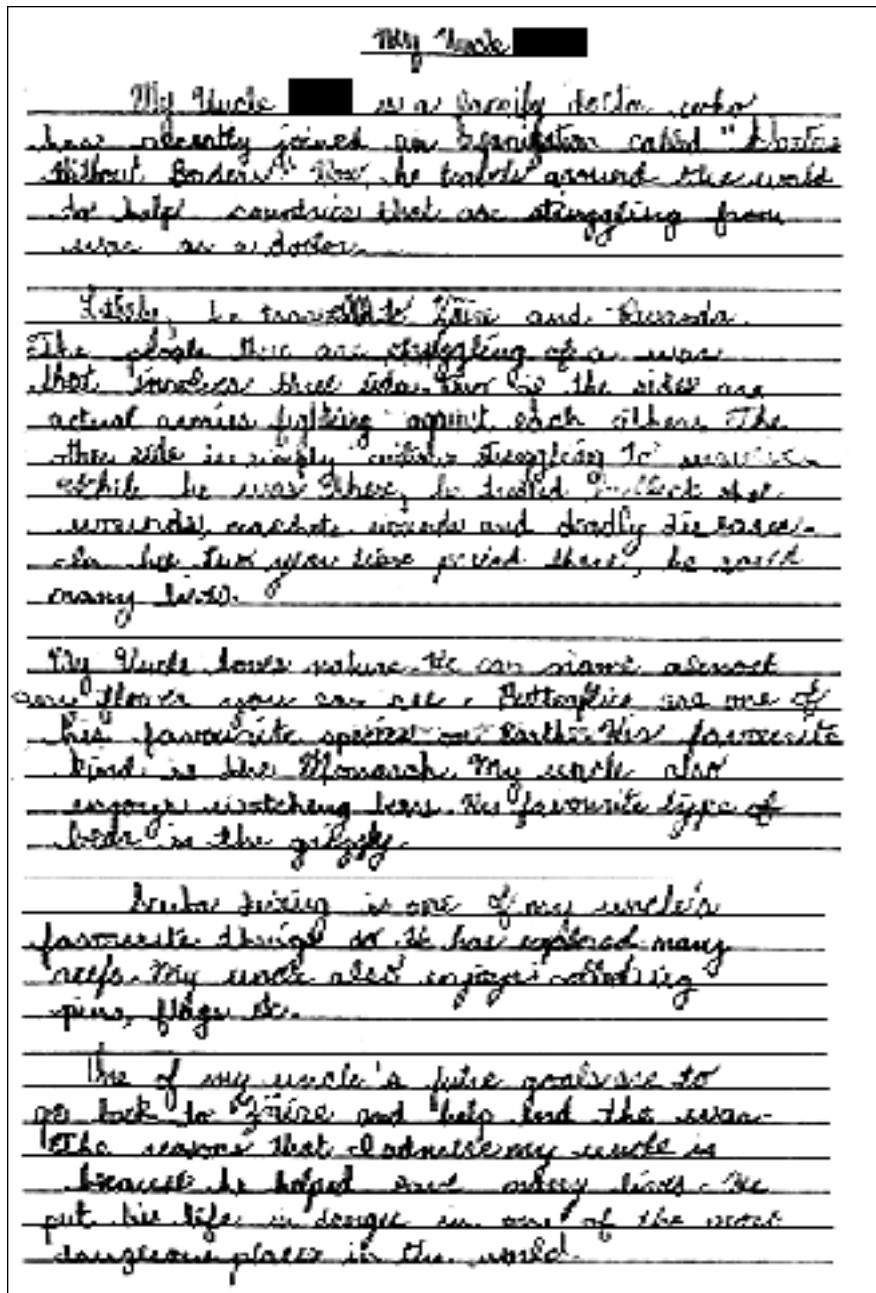
Conventions

- there are a few minor spelling errors (e.g., "dissappointed")
- there is some confusion with verb tense
- the visual presentation elements (e.g., indentation, spacing, margins) are effective

Comments

This topic is well developed. The organization, vocabulary, and details combine to present an effective piece of writing that is appealing and clear to the reader.

"A PERSON I ADMIRE"

**My Uncle R**

My Uncle R__ is a family doctor who has recently joined an organization called "Doctors Without Borders." Now, he travels around the world to help countries that are struggling from war as a doctor.

Lately, he travelled to Zaire and Rwanda. The people there are struggling of a war that involves three sides. Two of the sides are actual armies fighting against each other. The other side is simply civilians struggling to survive. While he was there, he treated bullet shot wounds, machete wounds and deadly diseases. In his two year time period there, he saved many lives.

My Uncle loves nature. He can name almost any flower you can see. Butterflies are one of his favourite species on Earth. His favourite kind is the Monarch. My uncle also enjoys watching bears. His favourite type of bear is the grizzly.

Scuba diving is one of my uncle's favourite things do. He has explored many reefs. My uncle also enjoys collecting pins, flags etc.

One of my uncle's future goals are to go back to Zaire and help end the war. The reasons that I admire my uncle is because he helped save many lives. He put his life in danger in one of the most dangerous places in the world.

Teachers' Notes

Reasoning

- the ideas are well-developed
- the writer shows a detailed, thorough understanding of the topic

Communication

- the writer uses detail to help the reader understand why this person is admired
- the vocabulary used has some depth (e.g., “simply civilians struggling to survive”)

Organization

- the paragraph structure is strong
- not all the paragraph topics support the main topic, but the essay generally builds to a conclusion
- the introduction and conclusion are clear

Conventions

- there are some spelling errors (e.g., “futre”)
- there is a grammatical error (“reasons ... is”)
- the visual presentation is clear and supports the organization (includes a title, spacing, and paragraph indentation)

Comments

This writer develops the theme well, even though some topics provide information unrelated to the theme. The writing, nevertheless, provides depth and detail that convinces and engages the reader.