

“What should good student writing at this grade level look like?”

The answer lies in the writing itself.

The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

Writing Standards *in Action*

Grade 5 English Language Arts

Inform / Explain

(Research Booklet)

Pointe Shoes



Background Information

GRADE
5

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title: Pointe Shoes

Text Type and Purpose: Inform/Explain

Grade level/Content area: Grade 5 English Language Arts

Type of Assignment:

The teacher asked students to write a research booklet about a topic of personal importance and in which they had some expertise.

Standards Addressed: (W.5.2), (W.5.4) (W.5.7), (W.5.8), (RI.5.4), (RI.5.9), (L.5.2), (L.5.4), (L.5.5), (L.5.6)

*See descriptions of these standards
in the right column of the next page.*

Highlights:

This sample of student work meets grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Displays the genuine expertise of the writer in both the development of the content and the authoritative tone with which it is delivered
- Groups and sequences information in a logical manner appropriate to the task, purpose and audience
- Demonstrates the result of following an effective approach to the writing process
- Links ideas within and across the topic with pertinent words, phrases and clauses
- Draws on multiple print and digital sources, as well as personal experience, to inform the reader
- Uses precise language to express ideas clearly and concisely
- Provides contextual support to enable the reader to determine the meaning of unfamiliar domain-specific terms
- Identifies domain-specific terms and important subject-specific language with bold, italicized text formatting
- Includes illustrations, and multimedia to aid comprehension
- Expresses overarching ideas and demonstrates the writer's voice with effective figurative language

CONTINUED ►



STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary found in this column describes how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks when applicable.

Understanding the Standards-Based Commentary

1. Grade-specific standards addressed are:

- Listed in the column to the right of student work by strand, grade, and number (or number and letter, where applicable)
- Marked by a colored block with a letter code, also in the column to the right of student work

EXAMPLE: **A**

2. Colored arrow blocks beneath each standard in the right column:

- Are of the same color and letter code as the block that marks the standard being addressed
- Mark standards-based commentary related to the standard being addressed
- Appear in alphabetical order

EXAMPLE: **A1**

3. Corresponding colored arrow blocks within the text:

- Set off sections of student work to which commentary applies
- Do not necessarily appear in alphabetical order—but where evidence of a particular standard exists

EXAMPLE: (begin) **A1** section **A1** (end)

Instructional Practices:

The teacher used the following practices:

Writer's notebooks in which writers demonstrated development of their topics in notes about ideas for topics, section drafts, and suggestions for changes.

Assignment Description:

The assignment asked students to write a research booklet on a topic in which they had some expertise and a particular interest. Prior to the drafting process, writers explored their topics by considering a number of topic ideas and alternative approaches to them before narrowing their topics to those found in their final reports. Students were to integrate elements of technology, such as photos, graphics, and video clips, in their final drafts.

Intended Audience:

Teacher

Time:

1 month

Writing Process:

Alone; in class; pre-writing; organizing; drafting; revising; self-editing; peer-editing/peer response; teacher feedback; teacher-student conference; publishing

Materials:

Writer's notebook

Writing Standards:**Grade 5, Standard 2 (W.5.2)**

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

EXAMPLE: **A B C D E**

Writing Standards:**Grade 5, Standard 4 (W.5.4)**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

EXAMPLE: **F**

Writing Standards:**Grade 5, Standard 7 (W.5.7)**

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

EXAMPLE: **G**

Writing Standards:**Grade 5, Standard 8 (W.5.8)**

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

EXAMPLE: **G**

**Reading Standards
for Informational Text:****Grade 5, Standard 4 (RI.5.4)**

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

EXAMPLE: **H**

Please note:

The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■



STANDARDS ADDRESSED LIST, CONTINUED ►

**Reading Standards
for Informational Text:
Grade 5, Standard 9 (RI.5.9)**

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

EXAMPLE: **B**

**Language Standards:
Grade 5, Standard 2 (L.5.2)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: **I**

**Language Standards:
Grade 5, Standard 4 (L.5.4)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

EXAMPLE: **H**

**Language Standards:
Grade 5, Standard 5 (L.5.5)**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXAMPLE: **J**

**Language Standards:
Grade 5, Standard 6 (L.5.6)**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (*e.g. however, although, nevertheless, similarly, moreover, in addition*).

EXAMPLE: **D**

END OF STANDARDS ADDRESSED LIST ■

Please note:

The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.



STANDARDS-BASED COMMENTARY

In this sample...

The writer draws on multiple print and digital sources, as well as personal experience, to describe the construction, choice, care, and importance to ballet dancers of pointe shoes. Both the development of the content and the authoritative tone demonstrate the writer's genuine expertise and tangible enthusiasm for the topic. The report offers a series of logically sequenced, well-focused chapters and relevant graphic elements that make this sample a coherently organized, fully developed presentation on this multifaceted subject. Precise language and appropriate figures of speech reveal the writer's voice, as well as her passion for the topic. Relevant domain-specific vocabulary and subject-specific language are skillfully used, and emphasized with bold, italicized text. Notwithstanding occasional errors, the writer demonstrates sufficient control of the conventions of standard English to describe clearly and effectively the complexities of her topic.

Pointe Shoes*

* (NB: The original text of this sample includes a number of photos and illustrations, as well as a video clip. Due to copyright restrictions, they are not included below; however, an appropriate label marks their location in the original text.)

[photo]

begin section end

WRITING SAMPLE CONTINUES ►



Understanding the Standards-Based Commentary

The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks, when applicable. Where they apply, sub-standards marked by letters are included.

Evidence for the commentary is noted in the text of the student writing using color-coded, numbered 'begin' and 'end' arrows.

For example:

A1 marks the beginning and **A1** marks the end of the relevant section in the text.

Please note that the labeled arrows in the text do not necessarily appear in alphabetical order.

Writing. Grade 5, Standard 2

A W.5.2.a

Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

A1 A1 Examples: 1

The writer creates a carefully constructed Table of Contents to provide readers with an orderly overview of the sample (*TABLE OF CONTENTS*).

STANDARDS-BASED COMMENTARY

A1 TABLE OF CONTENTS **A1**

Introduction 3

Chapter 1 Preparing for Pointe Shoes.....4

Chapter 2 The Making of a Pointe Shoe5

Chapter 3 The Parts of a Pointe Shoe.....6

Chapter 4 The Importance of the Perfect Fit.....7

Chapter 5 Pointe Shoe “Accessories”..... 8-9

Chapter 6 Breaking Them In 10

Chapter 7 Maintenance11

Chapter 8 Injuries 12

Chapter 9 “Goodbye Dear Pointe Shoes” 13

Chapter 10 Company Pointe Shoes14

Conclusion15

Introduction

A2 If you have ever gone to see a *ballet* you will probably see some of the *dancers* on the tips of their toes. These dancers are on

Writing. Grade 5, Standard 2
(continued)

A2 A2 Examples: 1

The writer introduces the notion of pointe shoes with a clear and imaginative description (*If you have ever gone to see a **ballet** you will probably see some of the **dancers** on the tips of their toes. These dancers are on **pointe shoes**. These shoes are meant to make an **illusion** that there dancing on air.*)

A3 A3 Example: Overall Text Reference

The writer includes deliberately selected, relevant illustrations, photos, and a video clip. Due to copyright restrictions, they could not be reproduced for posting.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

A4 A4 Examples: 1

The writer introduces complexities to be addressed (*In this book you will see the ups and down's to **pointe shoes**.*)

begin section **end**

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

pointe shoes. **J2** These shoes are meant to make an *illusion* that there dancing on air. **A2** **J2** **D1** And even though they look gorgeous and allow dancers to amaze *audiences*, **D1** they usually bring with them a lot of *injuries*. **J1** **A4** In this book you will see the ups and down's to *pointe shoes*. **A4** **J1** Enjoy!

[photo]

Chapter 1 **C** Preparing for Pointe Shoes

Training for pointe shoes takes a very long time. **C**

H **B2** You have to strengthen your feet to handle your *full body pressure*. Being able to be on *pointe shoes* is being able to support your full body pressure on the size of 2 quarters. **B2** **H** Also if you're on *pointe shoes* too early and your bones are still forming it can really hurt your feet and it would be extremely pain full to dance, this also

Writing. Grade 5, Standard 2 AND Reading Informational Text. Grade 5, Standard 9

B **W.5.2.b** AND **B** **RI.5.9**

W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

RI.5.9

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

B1 **B1** Examples: 1 · 2 · 3

The writer provides definitions of terms important to the reader's understanding of the topic (*breaking in your pointe shoes means bending and shaping your shoes so they shape your feet, are more comfortable to dance in, and show the line of your legs... The term "dead pointe shoes" Means that when you dance in your pointe shoes a lot they wear down and they become too soft too support your full body weight... They have a HUGE room called the shoe room that stores all of the pointe shoes. Each of the dancers has a "bunny hole" [as they call it] to keep their pointe shoes.*).

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

causes *arthritis* at a relatively young age. **G1** Tragically, this happens far too often and usually ruins young dancer's *careers*. **G1**

[photo]

Chapter 2 **C** *The Making of a Pointe Shoe*

B3 Pointe shoes are made by *cobblers*; **C** they make the pointe *shoes* by putting several layers of fabric, slight cushioning, glue and *satin* to make the **box of the shoe**. **H** The *shank*, which runs down the length of the shoe, is made out of layers of fabric and *paste*. *Cobblers* sew the *shank* in to the *sole of the shoe* and then glue and sew the *satin* sides of the shoe onto the *shank*. **B3** **H**

G1 Because *pointe shoes* are so difficult to make and take so much time to make one pair usually costs 60 to 90 dollars a *pair*. **G1**

Writing. Grade 5, Standard 2 AND Reading Informational Text. Grade 5, Standard 9

(continued)

B2 B2 Examples: 1 • 2 • 3 • 4

The writer develops important aspects of the topic with well-conceived examples (*You have to strengthen your feet to handle your full body pressure. Being able to be on **pointe shoes** is being able to support your **full body pressure** on the size of 2 quarters... If you don't get the right size **pointe shoe** you could really hurt your feet. If it's too big it could fall of or it might not support you enough. If it's too small it could give you really bad **blisters** or your toes could **scrunch**, you can really hurt feet by doing that... But when the shoes are too bendy they don't have the strength to support you anymore and it can crush the bones in your foot... then go to ballet school and see the girls' feet after they dance in their pointe shoes. You will see how much blood, sweat, and tears go into dancing en pointe.*)

begin section end

WRITING SAMPLE CONTINUES ►



[photo]

Chapter 3 **C** *The Parts of a Pointe Shoe*

The most important part of dancing *en pointe* is the shoe. In the diagram it shows the parts of the *pointe shoe* **C** **H** **D2** The *ribbons* keep your *ankles* supported; the *vamp* helps your toes stay in place, the *drawstring* helps the shoe stay on your foot; the *toe box* and the *platform* make it so that you can actually stand *en pointe*. **H**

G1 All of these make up the perfect *pointe shoe*. **D2** **G1**

[illustration]

Chapter 4 **C** *The Importance of the Perfect Fit*

B2 If you don't get the right size *pointe shoe* **C** If it's too big it could fall off or it might not support you enough. If it's too small

Writing. Grade 5, Standard 2 AND Reading Informational Text. Grade 5, Standard 9
(continued)

B3 B3 Examples: 1 · 2 · 3

With carefully chosen details, the writer clearly illustrates processes important to the production, customizing, and care of pointe shoes (*Pointe shoes are made by cobblers; they make the **pointe shoes** by putting several layers of fabric, slight cushioning, glue and **satin** to make the box of the shoe. The **shank**, which runs down the length of the shoe, is made out of layers of fabric and paste. Cobblers sew the shank in to the **sole of the shoe** and then glue and sew the **satin** sides of the shoe onto the **shank**... The most common padding is just an ordinary **toe pad** that goes around your toes. Some dancers put paper towels on their shoes. Also some dancers use **toe spacers** and **toe tape** with **lamb's wool**. Depending on the durability of the shoe and the dancer's preference they will either put in more or less **padding**... Keeping your pointe shoes "danceable" is your main priority. You should always air out your pointe shoes after dancing in them because sweat "kills" **pointe shoes**. Same with **toe pads**, if you keep them in your pointe shoes or in your dance bag 24/7 they will not last as long as they could if you aired them out.*)

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

it could give you really bad *blisters* or your toes could *scrunch*, you can really hurt feet by doing that. **B2** **H** That's why at *pointe shoe* fittings there are people who fit your *pointe shoes*. **H** They go through dozens of *pointe shoes* from all different brands, *Grishko*, *Gaynor Minden*, *Freed of London* etc... then they ask you to go en pointe to see if they are the right size. **G1** If there too small then the *fitter* gives you a bigger size and so on, until they find you exactly the right fit. **G1**

[photo and caption]

Chapter 5 **C** *Pointe Shoe Accessories*

To be able to dance on *pointe shoes* you have to have *padding* in your shoes. **D2** **B3** The most common padding is just an ordinary *toe pad*. **C** that goes around your toes. Some dancers put

begin section **end**

WRITING SAMPLE CONTINUES ►



Writing. Grade 5, Standard 2

C W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

C C Examples:

1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9 • 10

The writer explicitly links with carefully chosen language the core concept of each chapter to its title and to the topic of the sample (*Preparing for Pointe Shoes/Training for pointe shoes takes a very long time... The Making of a Pointe Shoe/Pointe shoes are made by cobblers... The Parts of the Pointe Shoe/The most important part of dancing en pointe is the shoe. In the diagram it shows the parts of the pointe shoe... The Importance of the Perfect Fit/If you don't get the right size pointe shoe... Pointe Shoe Accessories/To be able to dance on pointe shoes you have to have padding in your shoes. The most common padding is just an ordinary toe pad... Breaking Them In/In order for you pointe shoes to look nice, you have to break them in... Maintenance/Taking care of pointe shoes is a big responsibility... Injuries/While pointe shoes make dancers seem like there dancing on air, a lot tears, blood and sweat go into making everything look so effortless and graceful...*

Pointe shoe injuries are part of dancing en pointe... "Goodbye Dear Pointe Shoes"/The term "dead pointe shoes" Means that when you dance in your pointe shoes a lot they wear down and they become too soft too support your full body weight. If you dance in really "dead" pointe shoes not only is it pain full but it can also lead to injuries... Company Pointe Shoes/When you get into a professional company such as the New York City Ballet, the company usually pays the pointe shoes for you...).

STANDARDS-BASED COMMENTARY

paper towels on their shoes. Also some dancers use *toe spacers* and *toe tape* with *lamb's wool*. **D2** Depending on the durability of the shoe and the dancer's preference they will either put in more or less *padding*. **B3**

[2 photos, 2 captions]

Because sometimes studio floors can be slippery, **D2** some dancers *darn* the end of their shoes; you cut off the *satin* covering on the *platform* **D2** and start sewing a covering for the *platform* of the shoe by making tiny stitches onto the harder fabric underneath. This makes the *platform* that is less likely to slip. **D1** Although this makes it harder to slip it is very time consuming. **D1** Some dancers just cut off the satin on the *platform* and sew the edges. And if you're

Writing. Grade 5, Standard 2 AND Language. Grade 5, Standard 6**D W.5.2.b AND D L.5.6****W.5.2.d**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

D1 D1 Examples: 1 • 2 • 3 • 4 • 5 • 6

The writer uses precise language to describe ideas in a clear and concise manner (*And even though they look gorgeous and allow dancers to amaze audiences... Although this makes it harder to slip it is very time consuming... no matter how much you bend them they will return to their original shape... This allows more mobility in the shoes... Keeping your pointe shoes "danceable" is your main priority... a lot tears, blood and sweat go into making everything look so effortless and graceful.*).

begin section **end**

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

really lazy you can just cut the satin off from the *platform* and not sew it or not cut it off at all. **D2** Also if you don't want to cut off the *satin* from the *box* **H** you can just rub *rosin powder* on the *box* of the shoe **D2** to keep from slipping. **H** The bad thing about this is that it can leave on the floor and some theaters don't like it.

In order to support your ankles and so the *pointe shoe* doesn't fall off **D2** dancers have to sew *elastics and ribbons* onto their shoes. You can use *satin* or *nylon ribbon*. **D2** You fold over the heel of the shoe and sew the end of the ribbons right where the fold ends. Make sure that the ribbons are sewn on neatly and the color of the thread is the same color as the ribbon and the shoe. To put on the elastics start sewing the end of the elastic right under where you sewed the ribbon and do the same on the other side.

Writing. Grade 5, Standard 2 AND Language. Grade 5, Standard 6

(continued)

D2 D2 Examples: 1 · 2 · 3 · 4 · 5

The writer's descriptions of pointe shoes are authentic because of her knowledge and adept use of domain-specific language to describe the construction of and accessories for pointe shoes (*The ribbons keep your ankles supported; the vamp helps your toes stay in place, the drawstring helps the shoe stay on your foot; the toe box and the platform make it so that you can actually stand en pointe. All of these make up the perfect pointe shoe... The most common padding is just an ordinary toe pad that goes around your toes. Some dancers put paper towels on their shoes. Also some dancers use toe spacers and toe tape with lamb's wool... some dancers darn the end of their shoes; you cut off the satin covering on the platform... Also if you don't want to cut off the satin from the box you can just rub rosin powder on the box of the shoe... dancers have to sew elastics and ribbons onto their shoes. You can use satin or nylon ribbon.*).

Writing. Grade 5, Standard 2**E W.5.2.e**

Provide a concluding statement or section related to the information or explanation presented.

E E Examples: 1

The writer provides a conclusion that concisely summarizes the sample and provides a powerful statement of the importance to her of the topic (*If reading this has not convinced you that dancing en pointe is a really hard thing then go to ballet school and see the girls' feet after they dance in their pointe shoes. You will see how much blood, sweat, and tears go into dancing en pointe.*).

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

[2 photos, 1 illustration, 2 captions]

Chapter 6 **C** *Breaking Them In*

In order for you pointe shoes to look nice, you have to break them in. **C** **B1** breaking in your pointe shoes means bending and shaping your shoes so they shape your feet, are more comfortable to dance in, and show the line of your legs. **B1** *Gaynor Minden*, a *pointe shoe company*, that makes a kind of *pointe shoes* that already come broken in, **D1** no matter how much you bend them they will return to their original shape. **D1** These shoes last a lot longer than regular *pointe shoes*, are more comfortable but cost a lot more.

[photo, caption]

There are a lot of ways to **break in your point shoes**, one way

Writing. Grade 5, Standard 4

F **W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

F **F Example: Overall Text Reference**

The writer develops the topic of this sample comprehensively and in a manner consistently appropriate for an audience unfamiliar with the topic of pointe shoes. Selections from the writer's notebook (not posted) indicate that the writer considered a number of approaches to the topic before settling on the one found in the published version. Initially, the writer considered opening with a narrative on how she started ballet, as well as including discussion of ballet injuries, the importance of rehearsals, ballet as a sport, ballet clothing and "dancing is for everybody." The final result, the product of working through these ideas to eventually narrow the topic, successfully addresses the task and purpose. The report presents accurate and authentic information, demonstrates the writer's expertise, and maintains a clear focus while presenting even somewhat technical information with coherence and clarity.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

begin section **end**

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

is to take the shoe and fold it over in the middle then sit on it. You may hear some cracking but that's normal, it means that the **shank** is bending. Then step on the box to soften it. **D1** This allows more **mobility** in the shoes. **D1** There are many other ways to break in your **pointe shoes**. Some dance instructors don't recommend breaking in your shoes. Doing this makes the shoes last less and pointe shoes are quite pricy.

Chapter 7 **C** Maintenance

Taking care of *pointe shoes* is a big responsibility. **C** Since pointe shoes cost so much you have to make a pair last as long as possible. **D1** **B3** Keeping your *pointe shoes* "danceable" Is your main priority. **D1** You should always air out your *pointe shoes* after

Writing. Grade 5, Standard 7 AND Writing. Grade 5, Standard 8

G W.5.7 AND G W.5.8

W.5.7

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

W.5.8

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

G1 G1 Examples: 1 • 2 • 3 • 4 • 5 • 6

The writer summarizes detailed information in many chapters with effective concluding sentences (*Tragically, this happens far too often and usually ruins young dancer's careers... Because **pointe shoes** are so difficult to make and take so much time to make one **pair** usually costs 60 to 90 dollars a **pair**... All of these make up the perfect pointe shoe... If there too small then the **fitter** gives you a bigger size and so on, until they find you exactly the right fit... This is part of what you have to do to make sure that your shoes last as long as possible... But if you have proper **training, technique, and muscles** you have more protection against **injuries**).*

begin section **end**

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

dancing in them because sweat “kills” *pointe shoes*. Same with *toe pads*, if you keep them in your *pointe shoes* or in your dance bag 24/7 they will not last as long as they could if you aired them out. **B3**

Also sometimes the thread that keeps the *ribbons and elastics* on the shoes pops off. Instead of quickly pinning on a safety pin to just keep the *ribbon* on, take the time to re-sew the *ribbon* on. **G1** This is part of what you have to do to make sure that your shoes last as long as possible. **G1**

[photo]

Chapter 8 **C** Injuries

While *pointe shoes* make dancers seem like they're dancing on air, **D1** a lot of tears, blood and sweat go into making everything look so effortless and graceful. **D1** *Pointe shoe injuries* are part of dancing *en*

Writing. Grade 5, Standard 7 AND Writing. Grade 5, Standard 8
(continued)

G2 G2 Example: Overall Text Reference

In the process of thinking through and deciding on a topic, the writer makes extensive notes. She first proposes to explore the broad subject of ballet in three sub-sections: (1) injuries, (2) rehearsals and shows, and (3) attire. The notion of attire triggers the ultimate topic, pointe shoes, and yields the core concepts of three chapters of the finished sample: (1) the importance of the perfect fit, (2) pointe shoe injuries, and (3) taking care of pointe shoes. The writer mentions an additional concept that becomes significant in the finished sample: dancing ballet is not as easy as it looks. Taken together, the writer's notes reveal the emergence of a focused, manageable topic.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

G3 G3 Example: Overall Text Reference

The writer does not provide a list of print and digital sources but cites them in relevant locations in the sample.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

pointe. **C** Some of these can be because that person was on *pointe shoes* too early; others can be because they came down from a *relevé* wrong. There are hundreds of ways that you could hurt yourself on *pointe shoes*. **G1** But if you have proper *training, technique*, and muscles you have more protection against *injuries*. **G1**

[photo]

Chapter 9 **C** “Goodbye Dear Pointe Shoes”

J3 **H** **B1** The term “*dead pointe shoes*” Means that when you dance in your *pointe shoes* a lot they wear down and they become too soft too support your *full body weight*. **B1** If you dance in really “*dead*” *pointe shoes* not only is it pain full but it can also lead to *injuries*. **C** **H** **J3** *Pointe shoes* support you so that you’re able to go on the tips of your toes. **B2** But when the shoes are too bendy

begin section end

WRITING SAMPLE CONTINUES ►

**Reading Informational Text.****Grade 5, Standard 4 AND Language. Grade 5, Standard 4****H** RI.5.4 AND **H** L.5.4.a**RI.5.4**

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

L.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

H H Examples: 1 • 2 • 3 • 4 • 5 • 6 • 7

The writer demonstrates her knowledge of terms specific to the structure, function, and storage of *pointe shoes* by providing the reader with context clues to their meaning (*You have to strengthen your feet to handle your **full body pressure**. Being able to be on *pointe shoes* is being able to support your **full body pressure** on the size of 2 quarters... The **shank**, which runs down the length of the shoe, is made out of layers of fabric and **paste**. **Cobblers** sew the **shank** in to the **sole of the shoe** and then glue and sew the **satin** sides of the shoe onto the shank... The **ribbons** keep your **ankles** supported; the **vamp** helps your toes stay in place, the **drawstring** helps the shoe stay on your foot; the **toe box** and the **platform** make it so that you can actually stand **en pointe**... That’s why at **pointe shoe** fittings there are people who fit your **pointe shoes**... you can just rub rosin powder on the box of the shoe to keep from slipping... The term “**dead pointe shoes**” Means that when you dance in your **pointe shoes** a lot they wear down and they become too soft too support your **full body weight**. If you dance in really “**dead**” **pointe shoes** not only is it pain full but it can also lead to *injuries*... Each of the dancers have a “**bunny hole**” [as they call it] to keep their **pointe shoes**. And when they need a new pair, they go to the shoe room, find their **cubby** and take as many **pointe shoes** as they need).*

STANDARDS-BASED COMMENTARY

they don't have the strength to support you anymore and it can crush the bones in your foot. **B2** To “*re-strengthen*” *pointe shoes* some dancers use *Jet Glue* or *Gorilla Glue*. To put in the *box, shank*, and sometimes the sides to “*re-strengthen*” *pointe shoes* to make them last longer.

[video]

Chapter 10 **C** *Company Pointe Shoes*

When you get into a *professional company* such as the *New York City Ballet*, the company usually pays the *pointe shoes* for you. **C**

B1 They have a HUGE room called the *shoe room* that stores all of the *pointe shoes*. **H** Each of the dancers have **J4** a “*bunny hole*” [as they call it] to keep their *pointe shoes*. **B1** **J4** And when they

begin section end

WRITING SAMPLE CONTINUES ►

**Language. Grade 5, Standard 2****I L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I I Example: Overall Text Reference

The writer demonstrates adequate command of the conventions of standard English consistent with edited writing. Occasional errors do not interfere materially with the underlying message.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

Language. Grade 5, Standard 5**J L.5.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

J1 J1 Examples: 1

The writer couches her purpose for writing in an image that subtly suggests the complexities of dancing in pointe shoes and reveals her voice in the process (*In this book you will see the ups and down's to **pointe shoes**.*).

J2 J2 Examples: 1

The writer uses a vivid introductory image to describe the effect pointe shoes are meant to have on an audience (*These shoes are meant to make an **illusion** that there dancing on air.*).

need a new pair, they go to the shoe room, find their *cubby* and take as many *pointe shoes* as they need. H NYCB spends around half a million dollars each year on *pointe shoes*.

[photo]

Conclusion

E If reading this has not convinced you that dancing *en pointe* is a really hard thing B2 then go to ballet school and see the girls' feet after they dance in their pointe shoes. You will see how much blood, sweat, and tears go into dancing *en pointe*. B2 E

[photo]

Language. Grade 5, Standard 5
(continued)

J3 J3 Examples: 1

The writer presents a metaphorical technical term used to describe dangerously worn pointe shoes (*The term “**dead pointe shoes**” Means that when you dance in your **pointe shoes** a lot they wear down and they become too soft too support your **full body weight**. If you dance in really “**dead**” **pointe shoes** not only is it pain full but it can also lead to **injuries**).*

J4 J4 Examples: 1

The writer introduces a metaphorical name for a storage place for pointe shoes (...a “**bunny hole**” [*as they call it*] to keep their **pointe shoes**).

