

5th Grade Summer Packet

Congratulations! You're going to be a 5th Grader!

Enjoy the summer, but don't forget to finish this packet. The harder you work now, the easier it will be for you to tackle all the new material we'll be taking on in the fall.

Inside this packet are:

- 1) A series of math worksheets to help you sharpen the skills you learned in 4th Grade and prepare for 5th Grade. Pay special attention to the CML's — you'll see lots more of them in class!
- 2) Two book report instructions. You are required to complete the two I am giving you, but additional book reports can be completed for extra credit.
- 3) A selection of poems. You will read & write about one of them. You will also be reciting it when we get back, so make sure you practice it!



The math might be tough, but don't get discouraged, keep trying. With the book reports, make sure to take some time to pick books that interest you — it always helps to like what you're reading! Poetry might be a little intimidating for you, but don't let it scare you away. If you read it just once every day this summer, you'll have no problem reciting it in the fall!



I hope you guys have a fantastic summer, jam-packed with as much fun as you can possibly fit. But don't forget that I expect you to finish this packet so we can hit the ground running this fall! Good luck!

— Mrs. Mekus



Build a 6-digit number from the parts

Grade 5 Place Value Worksheet

Example: $471,836 = 400,000 + 70,000 + 1,000 + 800 + 30 + 6$

Write the 6-digit numbers

1. _____ $400,000 + 20 + 9$
2. _____ $900,000 + 30,000 + 7,000 + 600 + 60 + 2$
3. _____ $800,000 + 80,000 + 1,000 + 7$
4. _____ $800,000 + 30,000 + 2,000 + 100 + 40 + 7$
5. _____ $400,000 + 60,000 + 3,000 + 700 + 10 + 6$
6. _____ $200,000 + 90,000 + 2,000 + 200 + 6$
7. _____ $200,000 + 50,000 + 2,000 + 100 + 20 + 9$
8. _____ $900,000 + 80,000 + 7,000 + 300 + 30 + 8$
9. _____ $900,000 + 40,000 + 2,000 + 900 + 8$
10. _____ $200,000 + 90,000 + 5,000 + 500 + 90 + 5$



Find the missing place value from a 5-digit number

Grade 5 Addition Worksheet

Find the missing numbers:

1) _____ + 90,000 + 600 + 9,000 + 8 = 99,638

2) _____ + 100 + 90 + 4,000 + 8 = 64,198

3) 20 + 50,000 + 400 + _____ + 3 = 56,423

4) 0 + 0 + 900 + 5,000 + _____ = 45,900

5) 6 + 700 + _____ + 10,000 + 70 = 16,776

6) 2 + 80 + _____ + 6,000 + 90,000 = 96,782

7) 90 + 30,000 + 600 + _____ + 5 = 33,695

8) 5 + 800 + 8,000 + _____ + 90 = 48,895

9) 6 + 600 + 6,000 + 20 + _____ = 96,626

10) 50,000 + 800 + 40 + _____ + 8 = 55,848

11) 4 + 20 + 600 + _____ + 20,000 = 22,624

12) 4 + 20 + _____ + 0 + 10,000 = 10,524



Round numbers 0-10,000 to the nearest 10

Grade 5 Rounding Worksheet

Example: 4,689 rounded to the nearest 10 is 4,690

Round to the nearest ten.

1. 1,582 = _____ 2. 8,530 = _____ 3. 883 = _____

4. 5,604 = _____ 5. 1,050 = _____ 6. 4,474 = _____

7. 3,397 = _____ 8. 1,908 = _____ 9. 2,502 = _____

10. 9,132 = _____ 11. 8,775 = _____ 12. 9,194 = _____

13. 7,788 = _____ 14. 5,784 = _____ 15. 3,350 = _____

16. 7,499 = _____ 17. 5,110 = _____ 18. 9,105 = _____

19. 2,277 = _____ 20. 5,251 = _____ 21. 5,234 = _____



Round numbers 0-1,000,000 to the nearest 100

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 100 is 954,700

Round to the nearest hundred.

1. $\underline{1}08 =$ _____ 2. $\underline{1}89 =$ _____ 3. $\underline{8}71 =$ _____

4. $\underline{8}08 =$ _____ 5. $258,\underline{6}66 =$ _____ 6. $9,\underline{6}20 =$ _____

7. $\underline{9}38 =$ _____ 8. $5,\underline{2}91 =$ _____ 9. $82,\underline{0}07 =$ _____

10. $351,\underline{9}07 =$ _____ 11. $\underline{3}95 =$ _____ 12. $\underline{7}38 =$ _____

13. $\underline{3}05 =$ _____ 14. $\underline{1}45 =$ _____ 15. $6,\underline{0}08 =$ _____

16. $\underline{4}86 =$ _____ 17. $924,\underline{4}62 =$ _____ 18. $951,\underline{1}82 =$ _____

19. $25,\underline{9}27 =$ _____ 20. $6,\underline{1}97 =$ _____ 21. $34,\underline{1}30 =$ _____



Round numbers 0-1,000,000 to the nearest 1,000

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 1,000 is 955,000

Round to the nearest thousand.

1. 5,904 = _____ 2. 7,141 = _____ 3. 7,457 = _____

4. 242,804 = _____ 5. 1,962 = _____ 6. 57,536 = _____

7. 689,999 = _____ 8. 197,732 = _____ 9. 367,086 = _____

10. 183,448 = _____ 11. 6,245 = _____ 12. 120,065 = _____

13. 8,833 = _____ 14. 398,968 = _____ 15. 47,558 = _____

16. 155,750 = _____ 17. 66,104 = _____ 18. 302,474 = _____

19. 78,674 = _____ 20. 1,302 = _____ 21. 144,275 = _____



Multiply in columns - 1 digit by 2 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 86 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 48 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 25 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 52 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 90 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 11 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 26 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 50 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 28 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 18 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 16 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 26 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 49 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 44 \\ \times 2 \\ \hline \\ \hline \end{array}$$



Multiply in columns - 1 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 515 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 310 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 712 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 600 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 593 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 110 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 341 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 405 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 124 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 137 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 333 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 463 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 570 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 145 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 957 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$



Long division- single digit (no remainder)

Grade 4 Division Worksheet

Find the quotient.

1. $5 \overline{)90}$

2. $5 \overline{)55}$

3. $6 \overline{)24}$

4. $8 \overline{)40}$

5. $5 \overline{)45}$

6. $5 \overline{)40}$

7. $6 \overline{)66}$

8. $7 \overline{)84}$

9. $3 \overline{)51}$

10. $5 \overline{)60}$

11. $2 \overline{)14}$

12. $8 \overline{)64}$

13. $7 \overline{)63}$

14. $8 \overline{)40}$

15. $2 \overline{)60}$



Long Division with remainders within 1-100

Grade 4 Division Worksheet

Find the quotient with remainder.

1.

$$4 \overline{)14}$$

2.

$$6 \overline{)47}$$

3.

$$3 \overline{)36}$$

4.

$$4 \overline{)90}$$

5.

$$9 \overline{)71}$$

6.

$$7 \overline{)98}$$

7.

$$9 \overline{)40}$$

8.

$$4 \overline{)98}$$

9.

$$7 \overline{)24}$$

10.

$$4 \overline{)57}$$

11.

$$3 \overline{)17}$$

12.

$$7 \overline{)39}$$

CML Math Worksheet

CML stands for Continental Mathematics League. It's a national competition in which students attempt to solve a series of challenging math problems faster than the other student. You will see them a lot this year! I warn you, they ARE challenging! In 5th Grade, we emphasize the virtue of perseverance, and that is just what I want you to learn from these. Don't let your parents or your siblings do it for you, this is YOUR mountain to climb – I know you can do it! :)

You do **NOT** have to answer all 6 questions (but extra credit will be given if you do). What is required:

- 1) SOLVE one problem of your choice. **SHOW YOUR WORK.**
- 2) TRY to solve two more. **SHOW YOUR WORK** (even if you do not figure out the answer! I will grade Step 2 based on your honest effort. If you don't find the answer, you MUST to show me that you worked at it, used different methods, and really, really, really tried your best!)

You must have scratch paper to give me in August proving that you actually did these yourself!!

C **M** **Q**uestions

Grades 4-6

- 1) There are two problems at the right. How much needs to be added to the smaller answer to make it 100 more than the larger answer?

$$\begin{array}{r} 651 \\ - 197 \\ \hline \end{array} \qquad \begin{array}{r} 329 \\ + 97 \\ \hline \end{array}$$

1) _____

- 2) Juan lives 2 miles from his friend, Angelo. Juan can walk a mile in 18 minutes. If he leaves his house at 10:45 a.m., he will arrive at Angelo's house at _____ a.m.

2) _____

- 3) Raffle tickets to support the school's marching band sell for \$3 each or 4 tickets for \$10. What is the least amount of money Mr. Harvey has to pay in order to purchase 25 raffle tickets?

3) _____

- 4) Hank and Bob set their watches correctly at 12 noon Monday. Hank's watch is fast and gains 1 minute every 6 hours. Bob's watch is slow and loses 1 minute every 8 hours. At 12 noon the following day Hank's watch is _____ minutes ahead of Bob's watch.

4) _____

- 5) A group of young boys were playing musical instruments by the wharf in San Francisco. From 11 a.m. until 4 p.m. a total of 1300 people stopped to listen to them. The average number of people that stopped to listen each hour was _____.

5) _____

- 6) Fill in the one-digit numbers in the answer column so that the sum of each row, column and diagonal add to 15. (This is called a magic square.)

6)

		6
3		
		2

Book Report #1: Fiction

For your fiction book report, you are going to continue working with some of the Elements of Story that you learned last year: plot, character, and setting. But first you must pick a book!

Below are a list of authors that I recommend. These are just some of many authors that I loved in 5th grade. You are not required to pick from this list, but you are required to choose something that is appropriate to your reading level.



C.S. Lewis
Ann M. Martin
Jerry Spinelli
Kate DiCamillo
Rick Riordan
Gary Paulsen
Laura Ingalls Wilder

Gordon Korman
Gail Carson Levine
Sharon Creech
Enid Blyton
Wilson Rawls
Louis Sachar
Dan Gutman

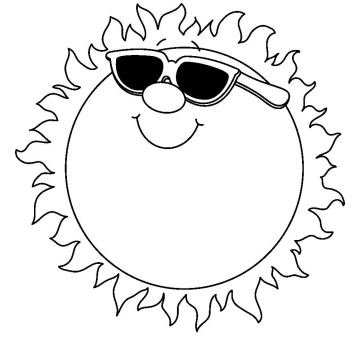


I encourage you to take notes as you read in order to make the next part easier. If you own the copy of your book, and your parents say it's okay, you might try annotating in pencil. If not, you can make notes on a sticky note as you go. I would advise that, at the end of each chapter, you write a sentence or two about what happened in that chapter.

What is required:

- 1) At least 2 hand-written pages (or one sheet, front-and-back) about the book that you read including:
 - a) The title and author's name.
 - b) An explanation of the plot. Tell me what happens in the story, so that I could explain it to someone else without reading the book. A proper explanation should answer the following questions (but not necessarily in order): What is the main problem that the characters have to solve? How do they solve it? Do any other problems arise?
 - c) An introduction to the main characters. Tell me who the main actors are in the book, what they look like, how old they are, how they behave, what they like to wear—any details that you think are important to understand who that person is. How does the main character know them? Does the main character like them? You should use lots of adjectives in this section! Someone reading your intro-

duction should be able to imagine the characters in your book as if they were meeting them in real life!



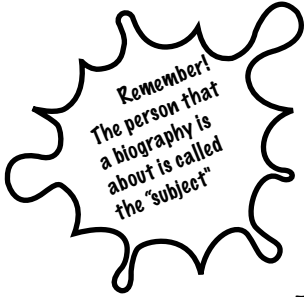
- d) A description of the setting. Where AND when does this story take place? Does it take place over many years or just a few days? What does the main character think about the setting? Does she feel comfortable there, or is it all new and scary for her? Does he like where he lives or does he think it's boring? Describe the setting to me so clearly that I can imagine myself there!
 - e) A personal statement about the book. Did you like the ending, or do you think there could have been a better ending? What might that have looked like? Do you think the main character made the right choice? Would you have done it differently? How do you feel now that you've finished? Are you happy for the main character? Sad? Jealous? There are many things that you could write for your personal statement, the most important thing is to show me that you actually cared about reading this book.
- 2) Proofread your book report! Check the grammar and spelling! You have all summer to fix it, and you WILL lose points for any errors I find!
- 3) **Sentence Scavenger Hunt:** (This does NOT count as part of your 2 pages, but it still must be turned in with your book report!) As you are reading, write down TEN sentences that you think are beautiful, exciting, suspenseful, or well-written. I want you to take the time to appreciate HOW the author writes. Once you have all 10 sentences written down, the search begins! Find as many as you can of the list below:
- a) Nouns: circle in RED. Circle in BLUE if it's a **proper** noun!
 - b) Verbs: underline in GREEN. Underline in ORANGE if it's a **helping** verb.
 - c) Adjectives: draw a box around the word in PURPLE.
 - d) Adverbs: Highlight in YELLOW.
 - e) Subject: Place (parentheses) around the subject of the sentence.
 - f) Predicate: Place [brackets] around the predicate of the sentence.

I hope you read **all** summer long! It's so much fun and it's so good for you! You are welcome to write more book reports about other books that you read this summer, following these same instructions, and I will grade them for extra credit!

Book Report #2: Biography

The second book report you will do will be about a biography. If possible, visit your local library to find a biography about a person that interests you. There are several biographical series that are written for your age group.

The key to reading biographies is to be curious!



Pick a subject that is NOT a sports figure or celebrity (coach, player, movie star, singer, etc). Benjamin Franklin would probably make a fascinating subject! Or George Washington Carver, Abigail Adams, Pope John Paul II, Tsar Nicholas II, Queen Victoria, Julius Caesar, Emperor Hirohito – the possibilities are practically endless!

I encourage you to take notes as you read, it will make writing your report much easier. Rather than summarizing each chapter, whenever you come across something interesting or important, you could make a note of the page number and what you learned.

What is required:

- 1) At least 2 hand-written pages (or one sheet, front-and-back) about the book that you read including:
 - a) Facts about the book: The title, the author, (**NOT** the subject, unless it's an autobiography!) and the date it was published (You can find it on the copyright page at the beginning of the book).
 - b) Basic facts about the subject: Name, date of birth, male/female, where they were born, siblings.
 - c) An explanation of 3 important things they did in their lifetime. Maybe they were president, or wrote a book, or fought in a battle, or invented something. For each important achievement, tell me what they did, how they did it, why it was difficult for them to do, and why it was important.
 - d) Tell me about a hard time your subject had. Maybe they made a bad decision or experienced a failure or disappointment. Would you have done something differently than they did (the answer does not have to be "yes," maybe it was an accident)? How did they handle it? Do you think they handled it well?
 - e) Tell me about someone who influenced or inspired your subject. What did those people do to influence the subject?
 - f) Would you want the subject to be your parent? Give me 3 reasons why or why not. I want you to really think hard about this. What virtues does the subject demonstrate? How does the subject behave like Christ? How does the subject not behave like Christ?
- 2) Proofread your book report! Check the grammar and spelling! You have all summer to fix it, and you WILL lose points for any errors I find!

Poetry Recitation

For this portion of the summer packet, you will:

- 1) Choose **one** of the following three poems. My advice is to read each one through before you choose—don't just choose the shortest one! In Step 3, you'll have to tell me WHY you chose it, so you'll want to have a good answer.
- 2) Make a handwritten copy of the poem. Then, circle, underline, or highlight at least 5 words that you don't know. Look them up in the dictionary. On the back, copy the definitions that you found AND write a sentence in your own words of what you think it means in the poem.
- 3) Write 1 page that answers the questions below. Please note that there are only three questions, but you have to fill one page (hand-written, just the front), so one-sentence answers will not suffice. Tell me more!
 - a) Why did you choose this poem out of the three?
 - b) What is/are your favorite line/lines of the poem? Why?
 - c) What is the author of this poem trying to say? (re-phrase the poem in your own words).

Try different strategies to memorize your poem. Some of my favorite strategies are reading it in a funny accent, reading it to a rap beat, or writing it slowly in beautiful, neat cursive over and over. Once you think you know it, practice reciting it to your family—otherwise you'll get stage fright when you try to do it in front of the class!



I know that Step 3 will probably be difficult for you, that's okay! Some of these poems are a little hard to understand, and you're doing it on your own, without any guidance from a teacher! I know it won't be perfect. I want to see you try your best. You will get a good grade as long as you show me that you really tried to understand your poem, instead of just giving up or rushing through it.

I want to stress again that you will be reciting this when we return in the fall, so don't forget to practice! Reading it once in June is not enough! We'll be reciting a lot of poetry this year; use this time to try different strategies for memorization so that you will be ready to go!

Poem #1 — “Cheerfulness” by Martin Farquhar Tupper

Lover of goodness, and friend to the beautiful,
Ever go forth with a smile on thy cheek,
Knowing that God will prosper the dutiful,
Gladden the holy, and honour the meek;
Ever go on, though thy fortune be rigorous,
Bearing as Providence wisely may will,
Strong in good conscience, with energy vigorous,
Building up good, and demolishing ill.

There is a spirit, that sadly and tearfully
Goes to its duties, a slave to its tasks;
There is a spirit that stoutly and cheerfully
Toils in the sunshine, and toils as it basks;
Both may be labouring, ripely and readily,
Christians and husbandmen tilling the soil,
But the one sings, while he labours so steadily,
And the sad other sheds tears at his toil.

Be of this wiser and better fraternity,
Nursing contentedness still in thy breast;
So shall thy heart, for time and eternity,
Patient and strong, be for ever at rest:
Peace is the portion of hopeful audacity,
Routing the worst and securing the best,
And the keen vision of Christian sagacity
Sees for us all, that we all may be blest!

Poem #2 – “If—” by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

...

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: “Hold on!”
If you can talk with crowds and keep your virtue,
Or walk with kings, nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And, which is more, you'll be a Man, my son!

{ Kipling's advice is good for all, whether man or woman, so don't be afraid to choose this one even if you're a girl! The three dots (also known as an “ellipsis”!) are there to tell you that I cut some lines out of the original poem, in order to make it more manageable for you to memorize. If you choose this poem, I encourage you to look it up and read those lines, they are just as good as the rest of the poem! }

Poem #3 — “Success” by Henry Wadsworth Longfellow

We have not wings, we cannot soar;
But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their solid bastions of the skies,
Are crossed by pathways that appear
As we to higher levels rise.

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

Summer Packet Rubric

	1 - (0 pts) Insufficient	2 - (5 pts) Lacking Key Areas	3 - (10 pts) Acceptable	4 - (15 pts) Strong, but minor defects	5 - (20 pts) Excellent
Math Worksheets	More than 3 worksheets incomplete/missing. AND CMLs not earnestly attempted	Some worksheets incomplete/missing. OR CMLs not earnestly attempted.	Most worksheets completed (1 incomplete). 1-2 CMLs earnestly attempted.	All worksheets completed. 3 CMLs earnestly attempted.	All worksheets completed. More than 3 CMLs earnestly attempted.
Book Report 1 (Fiction)	4 aspects of a 5 score are missing. Instructions were disregarded. The student's lack of interest is clearly conveyed. Work is sloppy. It is obvious that the student rushed through his/her work.	3 aspects of a 5 score are missing. Some instructions were not followed.	2 aspects of a 5 Score are missing. All instructions are followed.	1 aspect of a 5 Score is missing. OR 2 aspects missing, but student compensates by surpassing a 5 Score in another area (i.e., spelling errors might be overlooked if student writes an <u>outstanding</u> summary)	The student's enthusiasm and effort is clearly conveyed. 0 Grammatical errors; 0 spelling errors. All instructions are followed, requirements met. Work is neat and clearly legible. It is obvious that the student worked hard.
Book Report 2 (Biography)	4 aspects of a 5 score are missing. Instructions were disregarded. The student's lack of interest is clearly conveyed. Work is sloppy. It is obvious that the student rushed through his/her work.	3 aspects of a 5 score are missing. Some instructions were not followed.	2 aspects of a 5 Score are missing. All instructions are followed.	1 aspect of a 5 Score is missing. OR 2 aspects missing, but student compensates by surpassing a 5 Score in another area.	The student's enthusiasm and effort is clearly conveyed. 0 Grammatical errors; 0 spelling errors. All instructions are followed, requirements met. Work is neat and clearly legible. It is obvious that the student worked hard.
Poetry (Written)	4 aspects of a 5 score are missing. Ideas were clearly not deeply considered. Instructions were disregarded. Work is sloppy. It is obvious that the student rushed through his/her work.	3 aspects of a 5 score are missing. Some instructions were not followed.	2 aspects of a 5 Score are missing. All instructions are followed.	1 aspect of a 5 Score is missing. OR 2 aspects missing, but student compensates by surpassing a 5 in another area.	Ideas are creative and well-developed. 0 Grammatical errors; 0 spelling errors. All instructions are followed, requirements met. Work is neat and clearly legible. It is obvious that the student worked hard.

	1 - (0 pts) Insufficient	2 - (5 pts) Lacking Key Areas	3 - (10 pts) Acceptable	4 - (15 pts) Strong, but minor defects	5 - (20 pts) Excellent
Poetry (Recitation)	Student does not speak clearly and does not have the poem memorized. Student uses more than 5 "lifelines" from teacher. It is clear that the student did not practice reciting the poem.	Student either does not speak clearly OR does not have the poem memorized. Student uses 4-5 "lifelines" from teacher. Student mumbles, even when reminded. Minimal practice is evident.	Poem is memorized with some errors. Student uses 3 "lifelines" from teacher. Student might mumble, but speaks up with a reminder. Some practice is evident, but not enough for mastery.	Poem is memorized with few errors. Student uses 2 "lifelines" from the teacher. Student speaks clearly. It is clear that the student practiced reciting the poem.	Poem is well-memorized. Student uses no more than 1 "lifeline" from the teacher. Student speaks clearly. Knowledge of and familiarity with the poem are evident. It is clear that the student practiced reciting the poem.
Extra? Each extra CML is worth 1pt. Extra Book Report is worth 10.					
Total: ___/100	Comments:				

