

WRITING
GRADE FIVE

The writing competencies common to all four ELA standards that students demonstrate during grade 5 are:

Spelling

- Correctly spell words within own writing that have been previously studied and/or frequently used
- Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied
- Spell a large body of words accurately and quickly when writing
- Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling

Handwriting

- Use legible print and/or cursive writing

Composition

- Respond in writing to prompts that follow the reading of literary and informational texts
- Respond to writing prompts that follow listening to literary and informational texts
- Write on a wide range of topics
- Understand and use writing for a variety of purposes
- Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast
- Use a variety of media, such as print and electronic, when writing
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use a variety of prewriting strategies, such as brainstorming, free writing, note taking, and webbing
- Review writing independently in order to revise for focus, development of ideas, and organization

- Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing
- Understand and write for a variety of audiences
- Adjust style of writing, voice, and language used according to purpose and intended audience
- Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing
- Use multiple sources of information when writing a report
- Review writing with teachers and peers

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown
- Write voluntarily for different purposes
- Write on a variety of topics
- Publish writing in a variety of presentation or display mediums, for a variety of audiences

The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Use at least three sources of information in writing a report, with assistance (UNITS 1-6)
- Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities (UNITS 5-6)
- State a main idea and support it with details and examples (UNITS 1, 3, 5, 6)
- Compare and contrast ideas and information from two sources (UNITS 2-6)

- Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information (UNITS 1-6)
- Adopt an organizational format, such as chronological order, that is appropriate for informational writing (UNITS 1-3, 6)
- Use paragraphing to organize ideas and information, with assistance (UNITS 1-6)
- Maintain a portfolio that includes informational writing (UNITS 1-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

- Develop original literary texts that
 - use organizing structures such as stanzas and chapters (UNITS 2-3)
 - create a lead that attracts the reader's interest (UNITS 1, 3)
 - provide a title that interests the reader (UNIT 3)
 - develop characters and establish a plot (UNITS 1, 4)
 - use examples of literary devices, such as rhyme, rhythm, and simile (UNITS 1, 6)
 - establish consistent point of view (e.g., first or third person) with assistance (UNITS 2, 4, 6)
- Write interpretive essays that
 - summarize the plot (UNITS 1-6)
 - describe the characters and how they change (UNITS 1-6)
 - describe the setting and recognize its importance to the story (UNITS 1-2, 5-6)
 - draw a conclusion about the work (UNITS 1-6)
 - interpret the impact of literary devices, such as simile and personification (UNITS 1-6)
 - recognize the impact of rhythm and rhyme in poems (UNIT 6)
- Respond to literature, connecting the response to personal experience UNITS 2-3, 6)
- Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts (UNITS 1, 3-4, 6)

- Maintain a writing portfolio that includes literary, interpretive, and responsive writing (UNITS 1-6)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing (UNITS 1-6)
- Use supporting evidence from text to evaluate ideas, information, themes, or experiences (UNITS 1-6)
- Analyze the impact of an event or issue from personal and peer group perspectives (UNIT 5)
- Analyze literary elements in order to evaluate the quality of ideas and information in text (UNITS 1-4, 6)
- Use information and ideas from other subject areas and personal experiences to form and express opinions (UNIT 5)
- Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance (UNITS 1-3, 5-6)
- Use precise vocabulary in writing analysis and evaluation, with assistance (UNITS 1-6)
- Maintain a writing portfolio that includes writing for critical analysis and evaluation (UNITS 1-6)

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups (UNITS 1, 4)
- Respect the age, gender, position, and cultural traditions of the recipient (UNITS 1, 4)
- Develop a personal voice that enables the reader to get to know the writer (UNITS 1, 4, 6)
- Write personal reactions to experiences and events, using a form of social communication (UNITS 1, 4)
- Maintain a portfolio that includes writing for social communication (UNITS 1-6)

GRAMMAR USAGE MECHANICS

UNIT 1:

- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)
- Subjects (Tested)
- Predicates (Tested)
- Independent and Dependent Clauses (Tested)
- Compound and Complex Sentences (Tested)
- Common and Proper Nouns (Tested)
- Punctuation-commas, period, question mark, exclamation point (Tested)

UNIT 2:

- Regular and Irregular Plural Nouns (Tested)
- Possessive Nouns (Tested)
- Action and Linking Verbs (Tested)
- Main and Helping Verbs (Tested)
- Subject Verb Agreement (Tested)
- Punctuation-apostrophe
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 3:

- Past, Present, and Future Tenses (Tested)
- Principal Parts of Regular Verbs (Tested)
- Principal Parts of Irregular Verbs (Tested)
- Troublesome Verbs (Tested)
- Prepositions and Prepositional Phrases (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 4:

- Subject and Object Pronouns (Tested)
- Pronouns and Antecedents (Tested)
- Possessive Pronouns (Tested)
- Indefinite and Reflexive Pronouns (Tested)
- Using Who and Whom (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)

UNIT 5:

- Contractions and Negatives (Tested)
- Adjectives and Articles (Tested)
- This, That, These, and Those (Tested)
- Comparative and Superlative Adjectives (Tested)
- Adverbs (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)
- Punctuation-Apostrophes

UNIT 6:

- Modifiers (Tested)
- Conjunctions (Tested)
- Commas (Tested)
- Quotation and Quotation Marks (Tested)
- Punctuation-colon, dash, hyphen, italics, semicolon, underlining (Tested)
- Sentence types- declarative, interrogative, imperative, exclamatory (Tested)