

Fifth Grade WRITING Standards and Alignment

Standard 1: Students write clearly and effectively.

- Organize text in paragraphs with clear beginning, middle and end using transitions and logical sequence.
 - Continue to write paragraphs with a recognizable beginning, middle and end that follow a logical order
 - Use transitions to connect ideas
- Develop a main idea through relevant supporting details.
 - Write a topic sentence that defines the main idea
 - Write three supporting sentences using details
- Demonstrate some control of personal voice, sentence structure and word choice.
 - Voice**-attempt to personalize their writing
 - Sentence Structure**-compose basic, simple and compound sentences with some modifiers
 - Word Choice**-use new and different words to create descriptive language
- Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.
 - Spell grade level words in final draft
 - Attempt to spell higher level vocabulary
 - Use capitalization and end punctuation
 - Begin to use a comma in compound sentence
 - Use commas after introductory words
 - Use quotation marks
 - Use apostrophes correctly in contractions and singular possessives
 - Compose sentences with subject and verb agreement
 - Recognize nouns, verbs and adjectives

Standard 2: Students apply a range of skills and strategies in the writing process.

- Plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience.
 - Define purpose and audience
 - Select a topic
 - Use pre-writing strategies to gather and organize details (e.g. brainstorm, lists, graphic organizers)
- Write one or more drafts that capture and organize ideas.
 - Write first draft using ideas from the pre-writing stage
 - Decide which details to include and arrange in an order that makes sense
 - Self revise draft with teacher modeling
- Revise writing at the word, sentence and paragraph levels using feedback from others.
 - Conference with teacher/peers for feedback
 - Consider suggestions
 - Make appropriate revisions to convey a clear message
- Edit, with assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage)
 - Self edit written draft to correct errors in conventions
 - Peer edit written draft to correct errors in conventions
 - Conference with teacher if necessary
- Share/publish a legible final product.
 - Produce finished product to share or present

Standard 3: Students evaluate and reflect on their growth as writers.

- Set goals and analyze successes in their own and others' writing.
 - Reflect on present writing interests and abilities (writing inventory, portfolio)
 - Establish short term goals, schedule specific writing time, reflective journal
 - Establish long term goals (monitor writing accomplishments, explore varied writing types)
 - Select from a variety of strategies to analyze success (portfolio, rubric, writing inventory, reflective journal)
- Share and discuss their own and others' writing for improvement and growth as writers.
 - Conference with peers and teachers
 - Read/listen to pieces of writing
 - Ask clarifying questions of the writer
 - Share opinions and comments
- Identify and describe strengths and weaknesses as writers.
 - Review their work with teacher modeling (reread, peer review, portfolios, rubrics)

- Consider comments (rubrics and peer/group review)
- Note successes and areas of concern (rubrics, conferences, reflective journals)

Standard 4: Students write for a variety of purposes and audiences.

- Identify and articulate the purpose of their writing and write appropriately.
 - Determine the reason for writing (to entertain, describe, inform, reflect, persuade, explain)
 - Follow the appropriate style that will be the most effective writing approach
- Choose audience (e.g. self, peers, adults) appropriate to purpose and topics.
 - Decide to whom they are writing (e.g. teacher, family, newspaper)
 - Identify the needs of the audience (consider age, prior knowledge and vocabulary)
- Experience writing in different genres (e.g. narrative writing).
 - Compose various kinds of writing (poetry, autobiography, fairy tales, tall tales, simple report, historical fiction)

Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

- Identify and analyze characteristics of different forms (e.g. narrative, journal, technical)
 - Examine the defining characteristics of a variety of writing forms (e.g. letter format, poem patterns)
 - Note similarities and differences among writing forms (e.g. business vs. personal letter, haiku vs. free verse poetry)
- Write using characteristics of different forms.
 - Compose different forms (short stories, plays, journals, friendly and business letters, book reviews, essays, news stories, ads/brochures, interviews, reports)
 - Descriptive writing
 - Narrative writing
 - Expository writing
 - Persuasive writing

Standard 6: Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

- Pose questions or identify problems.
 - Define the problem or issue
 - Organize prior knowledge/survey resources for adequate information
 - Redefine or narrow the topic as necessary
 - Ask questions on the topic
- Find and use a variety of technologies and information sources.
 - Locate information from a variety of sources (e.g. reference materials, books, periodicals, interviews, computer resources)
 - Decide which resource to use
 - Gather and record information using graphic organizers
 - Cite sources as appropriate to avoid plagiarism
- Identify several explanations or solutions and draw conclusions based on their analysis of information.
 - Evaluate information for accuracy (with teacher guidance)
 - Select facts and details that could solve the problem or issue
 - Decide, with teacher guidance, what organizational approach to take with the data (e.g. step by step explanations, categorize main ideas)
- Share information in appropriate ways for intended audiences.
 - Prepare a final written product (e.g. summary, advertising, brochure, review)
 - Share research results through a variety of approaches (e.g. written, oral, multi-media)