

KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

Desired Results

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| <p>PRIORITY STANDARDS</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including fifth grade.)</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</p> <p>b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</p> | Transfer | |
| | <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| | Meaning | |
| | <p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> The importance of sharing ideas, learning from others, and reflecting on discussion. A speaker’s presentation must be clearly organized and logical to insure transfer of knowledge. | <p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do we use different types of writing to communicate ideas? Why do we have a writing process? How can we make our writing more interesting? How do writers improve their own writing skills? How do writers gather and organize relevant information? How do writers paraphrase their text? |
| | Acquisition | |
| <p>Students will know...</p> <ul style="list-style-type: none"> Clear writing has a purpose for different audiences and topics. Writing revision processes and strategies with peers, teachers, and self. Different ways to research and gather information from sources and experiences. | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing for a specific purpose. Choosing a structure appropriate to the task and grade level expectation. Planning a piece of writing using varied techniques and strategies (story frame, graphic organizer, story map, etc.). Recognizing spelling, grammar, and punctuation errors and having strategies to correct them (conferences, check sheets, and peer editing) using grade level conventions. Evaluating for task and purpose. | |

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5TH GRADE – WRITING STANDARDS

SUPPORTING STANDARDS

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information;

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
- d) Provide a concluding statement or section that reinforces or restates the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly;

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- b) Include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
- c) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
- d) Link ideas within and across categories of information using words, phrases,

- Analyzing and strengthening their writing using various strategies (rubrics, peer conferences, rereading).
- Recalling relevant information from experience or from oral, print, or digital sources.
- Summarizing or paraphrasing relevant information in their own words.
- Listing their sources.

KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

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| <p>and clauses (e.g., in contrast, especially).</p> <p>e) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.5.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology);</p> <p>a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters.</p> <p>b) Organize an event sequence that unfolds naturally.</p> <p>c) Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>d) Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>e) Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> | | |
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KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

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| <p>f) Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a) Apply fifth grade Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</p> <p>b) Apply fifth grade Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</p> | | |
| Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| <p>BASED ON STANDARDS</p> <p>Formal Assessments (District Quarterly Writing Assessments)</p> <p>Teacher generated writing prompts</p> <p>Student and/or Teacher generated Rubrics</p> | <p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable. • Apply rubric of self analysis of written draft (For example, informative / explanatory, persuasive and narrative pieces). | |

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5TH GRADE – WRITING STANDARDS

Vocabulary

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| <p>Introduction Opinion Phrase Clause Facts Details Topic Point of View Conclusion Transitional Words Text Explanatory Concrete Details</p> | <p>Quotations Precise Language Domain Specific Vocabulary Narrative Sequence Coherent Revising Editing Publish Collaborate Sources</p> | <p>Investigate Analyze Valid Plagiarism Paraphrase Analysis Reflection Research Evidence Reflection Revision</p> |
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Technology Skills

- I can...
- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
 - Understand Fair Use guidelines and their application to all forms of work.
 - Save, retrieve, and delete files in addition to using pictures and movies in my projects.
 - Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
 - Use a graphic organizer and presentation programs to make connections and display relationship.