

## Writing Grade Expectations: Grade 5

### Standard 1.5: Writing Dimensions

#### Writing Process

**W5: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

### Standard 1.6: Writing Conventions

#### Writing Conventions

**W5: 2** In independent writing, students demonstrate command of appropriate English conventions by...

- Identifying or correcting grammatical errors  
EXAMPLES: subject-verb agreement, nonstandard usage (ain't), double negatives
- Applying basic capitalization rules
- Using punctuation to clarify meaning  
EXAMPLES: commas, apostrophes, quotation marks

**W5: 3** In independent writing, students demonstrate command of conventional English spelling by...

- Applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations  
EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling changes—“fury” to “furious”; or phonological changes—“electric” to “electricity”)

### Standard 5.18: Structures

#### Structures of Language

**W5: 4** Students demonstrate command of the structures of the English language by...

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational text structures *within* paragraphs  
EXAMPLES: description, chronology, proposition/support, compare/contrast

### Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

#### Writing in Response to Literary or Informational Text

**W5: 5** In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Selecting appropriate information to set context/background  
EXAMPLE (of context): When introducing a character, making sure the reader understands who the character is
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

**W5: 6** In response to literary or informational text, students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose) when responding to a given question
- Using specific details and references to text or citations to support focus
- Making inferences about the content, events, characters, setting, or common themes

**W5: 7** In response to literary or informational text, students engage readers by...

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure
- Addressing the reader’s possible questions

- EXAMPLE: When introducing new information, making sure the reader understands how it relates to the text
- Using appropriate voice and tone (word choice, sentences with embedded phrases and clauses)

## **Standard 1.8: Reports**

## **Standard 1.19: Research**

### **Informational Writing: Reports**

#### **W5: 8 In reports, students organize information/concepts by...**

- Using an organizational text structure appropriate to focus/controlling idea  
EXAMPLES: description, chronology, proposition/support, compare/contrast
- Selecting appropriate information to set the context
- Using transition words or phrases appropriate to organizing text structure  
EXAMPLE: for compare/contrast, using “on the other hand”
- Writing a conclusion that provides closure
- Obtaining information from more than one source, when appropriate
- Listing sources at end of a report, if appropriate

#### **W5: 9 In reports, students effectively convey a perspective on a subject by...**

- Stating and maintaining a focus/controlling idea (purpose) on a topic

#### **W5: 10 In reports, students demonstrate use of a range of elaboration strategies by...**

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth of information: naming describing explaining comparing, use of visual images

## **Standard 1.9: Narratives**

## **Standard 5.11: Literary Elements and Devices**

### **Expressive Writing: Narratives**

#### **W5: 11 In written narratives, students organize and relate a story line plot/series of events by...**

- Creating a clear and coherent (logically consistent) story line
- Using transition words/phrases to establish clear chronology and enhance meaning
- Establishing context (setting or background information), problem/conflict/challenge, and resolution

#### **W5: 12 Students demonstrate use of narrative strategies by...**

- Using relevant and descriptive details to advance the story line
- Using dialogue to advance action
- Developing characters through description

## **Standard 1.10: Procedures**

### **Informational Writing: Procedures**

#### **W5: 13 In written procedures, students organize steps of procedures by...**

- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using transition words or phrases (e.g., numbering, ordering) to arrange the steps in a logical manner
- Using details and examples that help the reader understand the process and excluding extraneous information
- Providing a list of materials, if appropriate
- Providing a conclusion

#### **W5: 14 In written procedures, students anticipate the readers' needs by...**

- Using a format that is easy to follow  
EXAMPLES: paragraphing, white space, blocking

## **Standard 1.11: Persuasive Writing**

### **Informational Writing: Persuasive Writing**

**W5: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...**

- Restating the issue or problem and stating a clear position (purpose)

**W5: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...**

- Providing appropriate facts and details
- Addressing the reader's potential concerns or counterarguments

## **Standard 1.12: Personal Essay**

### **Expressive Writing: Reflective Essay**

**W5: 17 In reflective writing, students make connections between personal experiences and ideas by...**

- Using concrete details to establish context (purpose)
- Establishing or evolving focus
- Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting
- Having coherent organization

## **Standard 1.23: Poetry**

### **Standard 5.11: Literary Elements and Devices**

#### **Expressive Writing: Poetry**

**W5: 18 In writing poetry, demonstrate awareness of purpose by...**

- Establishing a clear topic or focus (purpose) and voice for audience
- Writing poems that express feeling

**W5: 19 In writing poetry, use language effectively by...**

- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme or repetition
- Using a variety of poetic forms  
EXAMPLES: haiku, rhyming couplets, limericks, formula poems, free verse