

**BRSU Writing Curriculum  
Writing Genres**

**FIFTH GRADE**

<b>PART I      Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i></b>
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**I\* (Lit. and Info.)**

**RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select appropriate information to set context/background and name of author and title of book (e.g., when introducing a character, making sure the reader understands who the character is).</li> <li>● Summarize key ideas.</li> <li>● Establish and maintain a clear focus/controlling idea.</li> <li>● Respond directly to the text with analysis and include a relevant connection to broader ideas (text to text, text to self, text to world).</li> <li>● Make inferences about content, events, characters, setting, or common themes.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Include an introduction, body and a conclusion that provides closure.</li> <li>● Use clear and consistent organization.</li> <li>● Use transition words/phrases.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Provide evidence from the text and concrete details to support the focus.</li> <li>● Use citations.</li> <li>● Clarify the context when using citations.</li> <li>● Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use appropriate vocabulary, sentence variety and/or structure.</li> </ul>	

**GEs addressed: W5:5, W5:6, W5:7**

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<b>PART II</b> <b>Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i></b>
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**I\***      **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Include relevant background information (stated strongly or implied) to set context.</li> <li>● Establish a topic.</li> <li>● State and maintain a clear focus that unifies report.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Use clear, consistent, coherence and balance.</li> <li>● Use an organizational text structure appropriate to the focus/controlling idea (e.g., description, chronology, propositions/support, compare/contrast).</li> <li>● Provide a compelling introduction, informative body, and a satisfying conclusion that supports the focus and provides closure.</li> <li>● Use transition words or phrases appropriate to organizing text structure.</li> <li>● List sources at the end of a report, if appropriate.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Include facts and details relevant to topic, purpose and audience, excluding extraneous information.</li> <li>● Include sufficient details or facts for appropriate depth of information (e.g., naming, describing, explaining, comparing, use of visual images).</li> <li>● Use information from more than one source.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use stance of a knowledgeable person presenting relevant information appropriate to audience.</li> <li>● Use appropriate vocabulary, sentence structure and/or variety.</li> </ul>	

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GEs addressed: W5:8, W5:9, W5:10

<b>PART III</b> <b>Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i></b>
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**I\***     **NARRATIVE: *Writing that tells a story with a problem/conflict and solution/resolution.***

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Establish a setting with clearly defined time and place.</li> <li>• Present characters, conflict/problem, challenge, and resolution.</li> <li>• Maintain clear topic and focus around a central problem.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Create a clear and coherent (logically consistent) story line.</li> <li>• Use transition words/phrases to establish clear chronology and to enhance meaning.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Use relevant and descriptive details to advance the story line.</li> <li>• Use dialogue to advance the action.</li> <li>• Develop characters through description.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Begin to use voice appropriate to purpose.</li> </ul>	

GEs addressed: W5:11, W5:12

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**G** **PERSUASIVE:** Writing that aims to convince people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Define a significant problem, issue, topic, or concern.</li> <li>• State and maintain a clear position.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• State a strong introduction and conclusion.</li> <li>• Arrange arguments, reasons, and/or evidence effectively and persuasively.</li> <li>• Use effective transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Support judgments by providing appropriate facts and details.</li> <li>• Anticipate and address possible reader concerns, misconceptions or counter arguments.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Use language effectively and purposefully.</li> </ul>	

**GEs addressed: W5:15, W5:16**

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**POETRY & LITERARY ELEMENTS AND DEVICES**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose	<ul style="list-style-type: none"> <li>• Establish a clear topic or focus (purpose) and voice for an audience.</li> <li>• Write poems that express feelings.</li> </ul>	
Effective Language	<ul style="list-style-type: none"> <li>• Select vocabulary according to purpose or for effect on an audience.</li> <li>• Use rhyme or repetition.</li> <li>• Use a variety of poetic forms (e.g., haiku, rhyming couplets, limericks, formula poems, free verse).</li> </ul>	

**GEs addressed: W5:18, W5:19**

**PERSONAL/REFLECTIVE WRITING: e.g., journals, essays, letters, notes, poetry, diaries, etc.**

Criteria	Writers will.....	Teacher Notes/Resources
Informal Writing	<ul style="list-style-type: none"> <li>• Show evidence of individual voice, and exhibit a variety of techniques for reflecting on thoughts or feelings (e.g., questioning, comparing, or connecting).</li> </ul>	

**GE addressed: W5:17**

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