

# Writing Expectations for Grade 5

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Writing expectations are **end-of-year competencies** that students should **control consistently, but not perfectly**. The table below synthesizes information from *2010 Standards of Learning Framework* and *Writing, Grammar, and Research Skills Progression by Grade* charts. Use the *K-5 Instructional Scope and Sequence Chart* to locate the grade level at which "Mechanics and Usage" skills are introduced, reinforced, and maintained as part of the editing process.

COMPOSING & WRITTEN EXPRESSION			MECHANICS & USAGE		
<b>GETTING IDEA/ PREWRITING STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Create brainstorm list</li> <li>• Talk to partner about what to write about</li> <li>• Use mentor text (peers and professional)</li> <li>• Freewrite/quickwrite</li> <li>• Use mind map/graphic organizer: bubble, 4-Square, sequence flow chart</li> <li>• Construct questions about an informational research topic</li> <li>• Make a list of ideas</li> </ul>	<b>ELABORATE CHOOSING WORDS &amp; DETAILS</b>	<b>OVERALL:</b> shape and control language to demonstrate an awareness of audience <ul style="list-style-type: none"> <li>• Descriptive and sensory details/vocabulary create tone</li> <li>• Specific vocabulary and vivid words</li> <li>• Strong (precise/vivid) nouns and adjectives</li> <li>• Uses a thesaurus as a tool</li> <li>• Selects information to guide the reader purposefully through piece</li> <li>• Elaborates within a sentence with adjectives and adverbs</li> <li>• Adds specific details and facts to elaborate main idea</li> </ul>	<b>CAPITALIZATION</b>	<ul style="list-style-type: none"> <li>• Capital letters at beginning of sentences; for proper nouns, including names, days, months, holidays; and "I"</li> </ul>
<b>FOCUSING IDEA</b>	<ul style="list-style-type: none"> <li>• Narrow topic</li> <li>• Clear topic sentence that focuses on main idea</li> <li>• Concluding statement or paragraph</li> </ul>	<b>TYPES OR FORMS OF WRITING</b>	<b>NARRATIVE</b> <ul style="list-style-type: none"> <li>• Specific vocabulary, words, phrases convey experiences and events</li> <li>• Includes dialogue</li> <li>• Reader can imagine</li> </ul>	<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• End punctuation</li> <li>• Commas in simple series, to set off words, to indicate direct address, with dates and addresses, to separate coordinate adjectives, and to set off introductory elements of a sentence and interjections.</li> <li>• Apostrophes in contractions with pronouns and singular &amp; plural possessive</li> <li>• Conventions of dialogue               <ul style="list-style-type: none"> <li>➢ Quotation marks around speech</li> <li>➢ Indentation to show that the speaker has changed</li> <li>➢ Signal words like <i>he said</i> and <i>she exclaimed</i></li> </ul> </li> </ul>
<b>ORGANIZING INFORMATION</b>	<ul style="list-style-type: none"> <li>• Create a plan and organize thoughts before writing</li> <li>• Include beginning, middle and end</li> <li>• Writes at least 2 or more paragraphs on related topic</li> </ul>		<b>INFORMATIVE/EXPLANATORY</b> <ul style="list-style-type: none"> <li>• Facts, definitions, opinions, quotations, examples, informational details develop topic</li> <li>• Content-specific vocabulary used to inform and explain</li> <li>• Information from appropriate reference resources gathered to research a topic</li> <li>• Recognize, evaluate, combine, and organize information on a research topic</li> <li>• Give credit to sources used in research; does not plagiarize</li> <li>• Varies sentence beginnings               <ul style="list-style-type: none"> <li>➢ Using transition words and phrases</li> <li>➢ Avoiding repeating same word</li> </ul> </li> <li>• Varies sentence structure: compound sentence parts, complex sentences</li> <li>• Connects ideas between sentences               <ul style="list-style-type: none"> <li>➢ Uses pronoun for noun, general words for specific ones, synonyms</li> </ul> </li> </ul>	<b>SPELLING</b>	<ul style="list-style-type: none"> <li>• Correct spelling of commonly used words,</li> <li>• Dictionary use</li> </ul>
<b>TYPES OR FORMS OF WRITING</b>	<b>INFORMATIVE/EXPLANATORY</b> <ul style="list-style-type: none"> <li>• Clearly introduced topic</li> <li>• Keeps each paragraph focused on one topic: related ideas grouped in same paragraph; new paragraph for each new topic</li> <li>• Orders paragraphs for logical flow of information</li> <li>• Links ideas within paragraphs using transitional phrases, e.g., <i>another, also, since, for example</i></li> </ul> <b>NARRATIVE</b> <ul style="list-style-type: none"> <li>• Event sequence unfolds naturally and transitional words help reader follow</li> </ul> <b>PERSUASIVE</b> <ul style="list-style-type: none"> <li>• Introduce the position, provide evidence to support the position, provide points for opposite side and argue against them, pull essay together at end (conclusion)</li> </ul>	<b>SENTENCE RHYTHM/ VARIETY</b>		<b>SENTENCE STRUCTURE &amp; GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Avoids sentence fragments and run-ons</li> <li>• I in compound subject</li> <li>• Noun and pronoun agreement in number and gender</li> <li>• Subject/verb agreement</li> <li>• Verb tense conveys time &amp; sequence : present, past, future</li> <li>• Conjunctions to join like ideas</li> <li>• Eliminate double negative</li> <li>• Uses adjective and adverb comparison forms</li> <li>• Uses adverbs instead of adjectives as appropriate (played really well)</li> </ul>
				<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• Legible manuscript or cursive handwriting</li> <li>• Technology used to research/gather information, compose and edit</li> <li>• Formats for publication</li> <li>• Beginning to "hear" the writer in the piece (voice)</li> </ul>