**English: Writing**

**Aligned Standards of Learning**

**Curriculum Framework**

**GRADE 5**

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# StaNDARD 5e-wp1 REPORTING CATEGORY: compose content: writing

5E-WP1 The student will

a) select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic;

b) select an event or personal experience and use drawing, writing, or dictating to compose a message about it;

c) add more information to own drawing, dictating or writing to strengthen the message.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will continue to learn the process for communicating their ideas through writing. * The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing. * At this level, teachers should introduce two important modes for writing: * **Informative/explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and * **Narrative** - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences. * The three domains of writing are: * **composing** – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; providing a beginning, middle, and end); * **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and * **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). (Note: Students are not expected to know these terms.) | All students should   * understand that written communication should be well planned and clear to the reader. | To be successful with this standard, students are expected to   * generate ideas and organize information before writing by: * participating in brainstorming activities; * making lists of information; * talking to classmates or teacher about what to write; and * using graphic organizers to plan their writing. * include a beginning, middle, and end in narrative and expository writing. * participate in shared research and writing projects. * write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. * write narratives describing events with details, sequence, and a closure. * stay on topic. * write complete sentences. * begin to compose paragraphs. * use adjectives to elaborate and expand simple sentences. * describe events, ideas, and personal stories with descriptive details. * use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing. * produce, and expand complete simple and compound sentences (e.g., *The girl listened to the music; The little girl listened to the loud music*). * strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). |

# Standard 5E-wp1 REPORTING CATEGORY: compose Content: writing

5E-WP1 The student will

a) select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic;

b) select an event or personal experience and use drawing, writing, or dictating to compose a message about it;

c) add more information to own drawing, dictating or writing to strengthen the message.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|  |  | * consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). * delete or add words to clarify meaning during the revising process. * avoid stringing ideas together with *and* or *then*.   begin to learn and use the writing domains of composing, written expression, and usage/mechanics. |

# Standard 5e-wp2 REPORTING CATEGORY: Compose CoNtent: writing

5E-WP2 The student will

a) use technology (including assistive technologies) to produce and publish writing;

b) write information related to personal experiences and answer simple questions about those experiences.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will make use of available technology for reading and writing. * Provide opportunities for students to explore and use available technology to facilitate their reading and writing. | All students should   * use available technology for reading and writing. | To be successful with this standard, students are expected to   * use available technology and media for reading and writing, including in collaboration with peers. * use available technology to produce writing. * use available media for reading and writing. * ask and respond to questions about material presented through various media formats. |

# Standard 5E-wp3 REPORTING CATEGORY: compose Content: writing

5E-WP3 The student will

a) select a text and write an opinion about it and one reason to support the opinion;

b) select a topic and write about it including one fact or detail;

c) select an event or personal experience and write one thing about it;

d) revise own writing by adding more information.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will develop writing strategies to communicate ideas for a variety of purposes. * In order to produce written pieces that vary in purpose, form, and audience, students need to be able to draw from a personal bank of strategies appropriate for planning, organizing, and revising their writing. * Two important modes for writing are: * **Informative**/**explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and * **Narrative** – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences. * Students will continue learning the features of the domains of writing and how to revise their writing for clarity. * The three domains of writing are: * **composing** – the structuring and elaborating a writer does to construct an effective message for readers; * **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers; and | All students should   * understand how to plan and compose a paragraph on the same topic. * understand how to plan and compose written pieces for a variety of purposes. | **To be successful with this standard, students are expected to**   * use a variety of pre-writing strategies by: * identifying the intended audience; * using ideas from class brainstorming activities; * making lists of information; * talking to classmates about what to write; * reading texts by peer and professional authors; * using graphic organizers; and * selecting an appropriate writing form for nonfiction writing (e.g.,   explanation, directions, simple report), expressive writing (e.g.,  narrative, reflection, and letter), and creative writing (e.g., fiction and  poetry).   * write a clear topic sentence that focuses on the main idea. * keep their written paragraphs on one topic. * follow the organization of particular forms of writing for: * letters – date, greeting, body, and closing; * informative/explanatory purposes   − introduce a topic and group related information in paragraph form  − use facts, definitions, opinions, quotations, details, or other example and information to develop the topic  − use specific vocabulary to inform and explain the topic  − provide a concluding statement or section   * narratives   − sequence events  − use transition words and phrases for sentence variety and to manage the sequence of events  − use specific vocabulary to convey experiences and events |

# Standard 5e-wp3 REPORTING CATEGORY: compose Content:

# writing

5E-WP3 The student will

a) select a text and write an opinion about it and one reason to support the opinion;

b) select a topic and write about it including one fact or detail;

c) select an event or personal experience and write one thing about it;

d) revise own writing by adding more information.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse. * Students should have practice writing on demand, for shorter time frames, and over extended periods of time. |  | − provide a conclusion   * incorporate transitional words that clarify sequence (e.g., *first*, *next*, and *last*). * use linking words (e.g., *also, another, and, more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information. * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * read their own writing orally to check for sentence rhythm (sentence variety). * add specific details that further elaborate the main idea. * use examples from their reading as models to imitate in their writing. * use precise nouns, verbs, and adjectives. * use strategies for organization of information and elaboration relevant to the type of writing. * clarify writing when revising by including specific vocabulary and information. |

# Standard 5e-wp4 REPORTING CATEGORY: compose Content: writing

5E-WP4 The student will

a) select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion;

b) use spelling rules when writing by capitalizing the first letter of familiar names.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will understand and use the editing process. * Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * Students will identify the following parts of speech: nouns, verbs, and pronouns.   **Articles**are used tomodify nouns. There are two articles in English: *a/an* and *the*. *A/an* is used to modify nouns that are neither specific nor particular while *the* is used to refer to specific or particular nouns. Therefore, *a/an* is referred to as the *indefinite* article and *the* as the *definite* article (e.g., “Let’s play *a* game”, refers to any game while “Let’s play *the* game”, refers to a specific game.). | All students should   * understand that grammatically correct language and mechanics contribute to the meaning of writing. | To be successful with this standard, students are expected to   * use complete sentences. * use transition words to vary sentence structure. * use the word *I* in compound subjects. * use past and present verb tenses. * use singular possessives. * punctuate correctly: * commas in a simple series; * apostrophes in contractions with pronouns, (e.g., *I’d, we’ve*); * using conventions of dialogue, (e.g., quotation marks to indicate   someone is saying something, indentation to show that the speaker has  changed, and signal words like *he said* and *she exclaimed*); and   * using knowledge of how ideas are connected between sentences when   one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g., *here* or *there*) for a  specific location, and the use of a synonym for an earlier word (e.g.,  *animal* for *dog*).   * use simple abbreviations. * use articles ***a****,* ***an*** and ***the*** correctly. * use correct spelling for frequently used words, including irregular plurals (e.g., *men, children*). * use correct spelling for frequently used sight words, including irregular plurals. |

# Standard 5e-wp5 REPORTING CATEGORY: compose Content: writing

5E-WP5 The student will

a) gather information about a topic for a written research report;

b) recall information from literary and informational text to support writing (e.g., “Use details from text to describe a character in a story.” “Use details from the text to retell what the text says.”)

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will develop the skills necessary to produce a short written report. * **Plagiarism** is using someone else’s ideas or words without giving credit. | All students should   * understand how information should be collected, analyzed and organized as a part of the process of writing a short report. * understand the difference between plagiarism and using their own words in their writing. | To be successful with this standard, students are expected to   * focus on a central topic. * develop a list of questions pertaining to a specific topic. * identify and use appropriate resources. * follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing). * review their written drafts so that the language and/or thoughts of another author are given proper credit. |

# Standard 5e-wp6 REPORTING CATEGORY: compose Content: writing

5E-WP6 The student will

a) use technology to produce and share writing;

b) sort information into two provided categories and write information learned about them.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will continue to use available technology for reading and writing. | All students should   * understand that reading and writing skills can be adapted for use with available technology. | To be successful with this standard, students are expected to   * use available technology for reading and writing. * read electronic media to gather specific information, to gain knowledge, and for enjoyment. * use available technology to compose, edit and share writing as well as to interact and collaborate with others. * ask and respond to questions about material presented through various media formats. |

# Standard 5e-wp7 REPORTING CATEGORY: compose Content: writing

5E-WP7 The student will

a) write to convey ideas and information clearly by selecting a topic using related visual, tactual, or multimedia information;

b) write to convey ideas and information by selecting a topic and listing words, facts, or details related to the topic;

c) produce writing that expresses more than one idea with a logical organization;

d) plan by brainstorming and revise own writing by adding more information;

e) use technology including the Internet, to produce writing.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write for a variety of purposes. * Two important modes for writing are: * **Informative**/**explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly. * **Narrative** – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences. * The three domains of writing are * **composing** – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end); * **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and * **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). | All students should   * demonstrate the capacity to generate, focus, and organize ideas for writing. * revise the language, organization, and content of a piece of writing for a specific purpose. | To be successful with this standard, students are expected to   * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * produce clear and coherent writing in which the development and organization are appropriate to purpose and audience. * recognize different modes of writing have different patterns of organization * informative/explanatory   − clearly introduce a topic and group related information in paragraphs  − use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic  − use specific vocabulary to inform and explain the topic; and  − provide a concluding statement or section related to the topic   * narrative   − organize an event sequence that unfolds naturally  − use transition words and phrases for sentence variety and to manage  the sequence of events  − use specific vocabulary, words, and phrases to convey experiences and events  − provide a conclusion.   * create a plan and organize thoughts to convey a central idea before writing. * use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers). * focus, organize, and elaborate to construct an effective cohesive message for the reader. |

# Standard 5e-wp7 REPORTING CATEGORY: compose Content: writing

5E-WP7 The student will

a) write to convey ideas and information clearly by selecting a topic using related visual, tactual, or multimedia information;

b) write to convey ideas and information by selecting a topic and listing words, facts, or details related to the topic;

c) produce writing that expresses more than one idea with a logical organization;

d) plan by brainstorming and revise own writing by adding more information;

e) use technology including the Internet, to produce writing.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * **Transition words and phrases** provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to:   ° **example** (e.g., *that is, for example, in fact*) ° **sequence**  (e.g., *then, next, finally*)  ° **time or location** (e.g., *before, meanwhile,  nearby*).   * Students should have practice writing on demand, for shorter time frames, and over extended periods of time. |  | * write a clear topic sentence focused on the main idea. * purposefully shape and control language to affect readers. * select specific information to guide readers more purposefully through the piece. * use specific vocabulary and vivid word choice. * write two or more related paragraphs on a topic. * use precise language and vocabulary to explain a topic. * link ideas within paragraphs using words and phrases (e.g., another, for example, since, also). * include sentences of various lengths and beginnings to create a pleasant, informal rhythm. * use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity. * use facts and details in sentences to elaborate the main idea. * use available technology to gather information and to aid in writing. |

# Standard 5e-wp8 REPORTING CATEGORY: compose Content: writing

5E-WP8 The student will

a) gather information about a topic from two or more sources for a research report;

b) recall information from personal experiences and sort into provided categories.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will use information resources to locate information on a topic. * With assistance and support, students will collect information from multiple resources including online, print, and media. * After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. * **Plagiarism** is using someone else’s ideas or words without giving credit. | All students should   * understand how information is to be collected, analyzed, and organized as a part of the process of writing a short report. | To be successful with this standard, students are expected to   * formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. * recognize, organize, and record information pertinent to the topic and blend ideas accurately. * select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources. * identify key terms to use in searching for information. * skim to find information related to a topic. * select information that is related to their topic. * evaluate and combine (synthesize) related information from two or more sources. * use available technology to gather, organize, evaluate, and communicate information.   give credit to sources used in research. |

# Standard 5e-wp9 REPORTING CATEGORY: compose Content: writing

5E-WP9 The student will

a) list words that describe an event or personal experience to use when writing about it;

b) write to persuade by stating an opinion and provide reasons to support it;

c) write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. * Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. * There will be a continued emphasis on the students’ ability to shape and control language purposefully and to master the features of the composing and written expression domains. * **Voice** shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. * The three domains of writing are * **composing** – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end); * **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and * **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). | **All students should**   * plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. * use precise, descriptive vocabulary and vary sentence structure as they revise for clarity. | **To be successful with this standard, students are expected to**   * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience. * recognize different modes of writing have different patterns of organization * informative/explanatory   − clearly introduce a topic and group related information in paragraphs  − use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic  − use specific vocabulary to inform and explain the topic; and  − provide a concluding statement or section related to the topic   * narrative   − organize an event sequence that unfolds naturally  − use transition words and phrases for sentence variety and to manage the sequence of events  − use specific vocabulary, words, and phrases to convey experiences and events  − provide a conclusion   * persuasive   − introduce the position   * provide evidence to support the position   − provide points for the opposite side and argue against them  − provide a conclusion.   * create a plan, and organize thoughts before writing. |

# Standard 5e-wp9 REPORTING CATEGORY: compose Content: writing

5E-WP9 The student will

a) list words that describe an event or personal experience to use when writing about it;

b) write to persuade by stating an opinion and provide reasons to support it;

c) write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * **Transition words and phrases** provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to:   ° **example** (e.g., *that is, for example, in fact*) ° **sequence** (e.g., *then, next, finally*) ° **time or location** (e.g., *before, meanwhile,  nearby*) |  | * use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers. * focus, organize, and elaborate to construct an effective message for the reader. * write a clear topic sentence focusing on the main idea. * purposefully shape and control language to demonstrate an awareness of the intended audience. * select specific information to guide readers more purposefully through the piece. * write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections. * choose precise descriptive vocabulary and information to create tone and voice. * develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting. * use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. * use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain. * include sentences of various lengths and beginnings to create a pleasant, informal rhythm. * vary sentence structure by using transition words and phrases. * use precise language and phrases to develop writing (e.g., consequently, specifically, especially). |

# Standard 5e-wp9 REPORTING CATEGORY: compose Content: writing

5E-WP9 The student will

a) list words that describe an event or personal experience to use when writing about it;

b) write to persuade by stating an opinion and provide reasons to support it;

c) write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|  |  | * clarify writing when revising. * include supporting details that elaborate the main idea. * use available technology to gather information and to aid in writing. |

# Standard 5e-wp10 REPORTING CATEGORY: compose Content: writing

5E-WP10 The student will

a) write a short research report using two or more sources;

b) recall information from personal experiences or gather relevant information from print and digital sources to include in writing.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will use information resources to locate information on a topic. * Students will collect information from multiple resources including online, print, and media. * After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. * Students will need to give credit to the author, title, and date of a resource used in research. * **Plagiarism** is using someone else’s ideas or words without giving credit. | **All students should**   * formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. * recognize, organize, and record information pertinent to the topic and blend ideas accurately. * give credit to sources used in research. | **To be successful with this standard, students are expected to**   * use available technology to gather information and to aid in writing. * conduct short research projects that use sources to build knowledge on a topic. * formulate research questions based on a topic. * select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources. * use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media). * identify key terms to use in searching for information. * organize information presented on charts, maps, and graphs. * skim to find information related to a topic. * select information that is related to the topic at hand. * evaluate and combine (synthesize) related information from two or more sources. * develop notes that include important concepts, summaries, and identification of information sources. * summarize or paraphrase information in notes and finished work. * prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research. * provide a list of sources including author, title, and date. |

# StaNDARD 5e-WE1 REPORTING CATEGORY: edit content: writing

5E-WE1 The student will

a) use simple question words (interrogatives) (e.g., *who, what*);

b) produce all letters;

c) capitalize the first letter of a familiar place;

d) use spelling rules when writing by capitalizing the first letter of familiar names.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will continue to learn to edit and self-correct their writing. * Students should apply grammatical rules to their writing. * **Declarative sentences** form a statement (e.g., She is my friend.). * **Interrogative sentences** form a question (e.g., What time is it?). * **Exclamatory sentences** use powerful emotions or feelings (e.g., We won the game!). | All students should   * understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing. | To be successful with this standard, students are expected to   * recognize and use complete sentences. * punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). * capitalize all proper nouns and words at the beginning of sentences. * capitalize the word *I*. * use singular and plural nouns and pronouns. * use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, fish*). * use apostrophes to form contractions and common singular possessives. * identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms*., and *Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd*.). * spell commonly used sight words, compound words, and regular plurals correctly. * use commas in the salutation (e.g., *Dear Tyrell,* ) and closing (e.g., (*Sincerely,* ) of a letter. * use verbs and adjectives correctly in sentences (e.g., The friendly *girls talk* loudly. The friendly *girl talks* loudly.). |

# Standard 5E-we2 REPORTING CATEGORY: edit Content: writing

5E-WE2 The student will

a) spell common high-frequency words;

b) use spelling patterns in words to spell words with the same pattern.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will understand and use the editing process. * Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * Students will identify the following parts of speech: nouns, verbs, and pronouns. * **Articles**are used tomodify nouns. There are two articles in English: *a/an* and *the*. *A/an* is used to modify nouns that are neither specific nor particular while *the* is used to refer to specific or particular nouns. Therefore, *a/an* is referred to as the *indefinite* article and *the* as the *definite* article (e.g., “Let’s play *a* game”, refers to any game while “Let’s play *the* game”, refers to a specific game.). | All students should   * understand that grammatically correct language and mechanics contribute to the meaning of writing. | **To be successful with this standard, students are expected to**   * use complete sentences. * use transition words to vary sentence structure. * use the word *I* in compound subjects. * use past and present verb tenses. * use singular possessives. * punctuate correctly: * commas in a simple series; * apostrophes in contractions with pronouns, (e.g., *I’d, we’ve*); * using conventions of dialogue, (e.g., quotation marks to indicate   someone is saying something, indentation to show that the speaker has  changed, and signal words like *he said* and *she exclaimed*); and   * using knowledge of how ideas are connected between sentences when   one word is used in place of another, such as the use of a pronoun for a  noun, the use of a general location word (e.g., *here* or *there*) for a  specific location, and the use of a synonym for an earlier word (e.g.,  *animal* for *dog*).   * use simple abbreviations. * use articles ***a****,* ***an*** and ***the*** correctly. * use correct spelling for frequently used words, including irregular plurals (e.g., *men, children*). * use correct spelling for frequently used sight words, including irregular plurals. |

# Standard 5e-we3 REPORTING CATEGORY: edit CoNtent: writing

5E-WE3 The student will

a) demonstrate capitalization by capitalizing the first word of a sentence when writing;

b) use end punctuation, and correct spelling when writing.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will understand and use the editing process. * Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling in writing (e.g., correct capitalization, commas in series, correct spelling of frequently used words). | All students should   * understand that grammatically correct language and mechanics contribute to the meaning of writing. | To be successful with this standard, students are expected to   * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs). * appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase. * avoid the use of double negatives. * appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. * use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent). * use reflexive pronouns (e.g., myself, ourselves). * use commas in series, dates, and addresses. * use adjectives and adverbs (use adverbs instead of adjectives where appropriate, ( e.g., “He played *really* well.” instead of “He played *real* well.”). * use the correct spelling of frequently used words, including common homonyms/homophones (e.g., *threw/through*). * use singular possessives. * use a rubric to self-assess writing. * use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others. |

# Standard 5E-we4 REPORTING CATEGORY: edit Content: writing

5E-WE4 The student will

a) spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns;

b) write routinely for a variety of tasks, purposes, and audiences.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
| * The intent of this standard is that students will understand and use the editing process. * Students will work to gain more control over the conventions of writing, including composing effective sentences with subject verb agreement, spelling, capitalization, and punctuation. * Students will effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. * Teachers should begin to encourage students to incorporate variety into sentences, by appropriate use of subordinate (dependent) clauses. * Students should have practice writing on demand, for shorter time frames, and over extended periods of time. | All students should   * understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. * revise and edit drafts for improvement, using teacher assistance and peer collaboration. | **To be successful with this standard, students are expected to**   * punctuate correctly * apostrophes in contractions (e.g., *isn’t*), and possessives (e.g., *Jan’s*); * commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)]; * quotation marks with dialogue; and * hyphens to divide words at the end of a line. * use underlining, quotation marks, or italics to indicate titles of works. * use adverb comparisons (e.g., *fast, faster, fastest*). * use adjective comparisons (e.g., *big, bigger, biggest*). * use adverbs instead of adjectives where appropriate, (e.g., “He played *really* well.” instead of “He played *real* well.”). * use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie*). * use a comma to separate an introductory element from the rest of the sentence. * use plural possessives, (e.g., “*The books’* covers are torn.”). * identify and use interjections (e.g., “*Yikes, look at the size of that bug*!”). * form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. * use verb tense to convey various times, sequences, states, and conditions. * avoid fragments. * avoid run-ons, (e.g., *“I opened the door, the dog went out.”*). * eliminate double negatives. |

# Standard 5e-we4 REPORTING CATEGORY: edit Content: writing

5E-WE4 The student will

a) spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns;

b) write routinely for a variety of tasks, purposes, and audiences.

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| UNDERSTANDING THE STANDARD(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|  |  | * use correct spelling of commonly used words. * identify and use conjunctions. * use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others. |