**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).
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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 |
|  |  | * 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.
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# 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.
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# 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 haschanged, 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.
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# 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.
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# 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.
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# 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.
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# 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.
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# 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.
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# 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).
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# 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.
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# 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.
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# 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.).
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# 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 anoun, 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.
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# 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.
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# 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.
 |