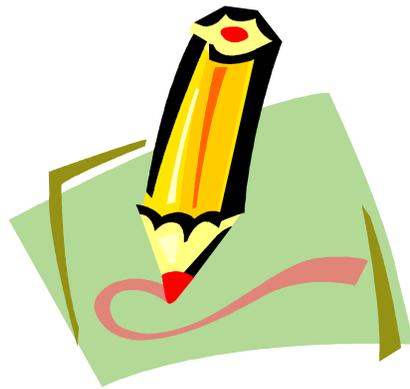# ENGLISH: WRITING
ALIGNED STANDARDS OF LEARNING CURRICULUM FRAMEWORK
GRADE 5

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.**

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).

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.**

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.

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.**

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.

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.**

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 examples 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

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.**

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.

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.**

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 to modify 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.

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.")**

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.

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.**

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.

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.**

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.

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.**

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.

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.**

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.

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.**

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.

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.**

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).

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.**

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.

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.**

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.

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.

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.).

5E-WE2 The student will
   a) **spell common high-frequency words;**
   b) **use spelling patterns in words to spell words with the same pattern.**

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 to modify 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.

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.**

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.

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.**

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.

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.**

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.