Grade 5 – WRITING
Skills Based Report Card

Language and Word Study	Standards	Students will be able to….
Uses capitalization and punctuation correctly (including commas and quotation marks)	**L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Use mechanics accurately in all writing pieces.
Uses parts of speech correctly (nouns, verbs, adjectives, etc.)	**L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Use parts of speech accurately in all writing pieces.
Uses learned spelling skills	**L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Apply learned spelling rules to all writing assignments.
Uses learned vocabulary in writing	**L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	• Utilize vocabulary learned in mini lessons to writing pieces.
Writing Skills and Expectations		
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information	**W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	• Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinions and reasons using words, phrases, and clauses . • Provide a concluding statement or section related to the opinion presented .
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include headings, illustrations, multimedia when useful in aiding comprehension.

		• Develop the topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.
		• Link ideas within and across categories of information using words, phrases, and clauses.
		• Use precise language and domain-specific vocabulary to inform about or explain the topic.
		• Provide a concluding statement or section related to the information or explanation presented.
Writes narratives to develop real or imagined experiences or events	**W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
		• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
		• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		• Provide a conclusion that follows from the narrated experiences or events.
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience	**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	• Organize text into paragraphs.
		• Compose an introductory paragraph.
		• Compose a satisfying conclusion.
		• Use writer's craft .
		• Use transitions to help sequence .
		• Use correct mechanics, spelling, and grammar.
Shows evidence of planning, revising, editing, rewriting	**W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• Use a planning strategy or graphic organizer.
		• Incorporate strategies taught during writer's workshop to revise writing.
		• Incorporate suggestions from writing conferences.

		• Use editing checklist to edit text after revisions.
Uses technology to produce and publish writing, as well as to interact and collaborate with others	**W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	• Compose text using app on iPad (Pages, Google Docs, etc.). • Utilize tools on app to enhance text. • Share drafts for peer revising or editing.
Conducts research using several sources	**W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	• Use questions to guide research. • Use print and/or internet to find answers to questions.
Recalls, summarizes, and paraphrases information	**W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	• Gather relevant information to questions. • Paraphrase or summarize information in notes. • Assess credibility and accuracy of sources. • Integrate information in draft without plagiarizing.
Draws evidence from literary or informational texts to support analysis, reflection, and research	**W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Compose multi-paragraph piece utilizing support from literature or informational text.
Writes routinely over extended time	**W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Use writing workshop time productively.