

FIFTH GRADE - WRITING CURRICULUM

Prewriting

involves deciding on topic and audience, gathering and organizing information, and selecting appropriate form for writing

The student generates ideas. (Brainstorm)

Brainstorms with peer group	D
Brainstorms independently	D
Generates ideas from written prompt	D

The student considers purpose.

Informs	D
Describes	D
Explains	D
Persuades	D
Creates	D
Reflects	D
Infers	I
Concludes	I

The student considers audience.

Family	D
School	D
Community	D
Group/Individual	D

The student focuses ideas.

Narrows topic independently	D
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The student gathers information.

Experiences	D
Observations	D
References	D
Technology sources	D
Interviews	D

The student uses strategies to organize ideas:

Creates and applies graphic organizers (maps, webs, etc.) - student does without teacher assistance	D
Making Lists	D
Notetaking	D
Outlining	I/D

The student considers genre.

Narrative: [e.g. journal, story]	D
Creative: [e.g. story, poems, song, play script]	D
Expository: Nonfiction Report (guided research)	D
Expository: Research Report (1-2 sources)	D
Expository: Business Letter	D
Persuasive	I/D
Technical Writing (basic directions, instructions)	D

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Drafting

involves developing idea/topic through sentences and/or paragraphs

The student connects pre-write process.	
Apply pre-write activities to create the draft.	D
The student creates text from ideas.	
Creates text that makes sense.	D
Develops text with purpose.	D
Uses developmental spelling.	D
The student rereads as necessary. (while writing draft)	
Rereads with teacher help	D
Rereads independently	D
The student writes independently or as a team.	
Writes collaboratively as a group.	D
The student composes in a variety of ways.	
Word Processed at the computer.	I/D
The student uses genre in drafting.	
Recognizes structure in genre	D
Student applies general concept of genre to writing. (attempts genre with first draft)	D
Student applies genre characteristics to writing. (learns specific format characteristics & applies to first draft)	D

Conference/Respond

involves the process of reflecting and sharing to improve writing

The student reads own work to improve writing.	
Student independently finds ways to improve their writing.	D
Student uses resources with teacher assistance.	I/D
Student independently uses resources to improve their writing.	D
The student shares writing with the teacher to receive feedback to improve text.	
Student is able to converse about their writing.	D
Student shares writing for improvement.	D
Student identifies area for feedback with teacher assistance.	D
Student identifies area for feedback independently.	D
Student considers and applies teacher feedback for revision.	D
The student shares writing with peers to receive feedback to improve text.	
Student is able to converse with their peers about their writing.	D
Student shares writing with peers for improvement.	D
Student identifies area for feedback with their peer.	D
Student identifies area for feedback independently.	I
Student evaluates and applies peer feedback for revision.	D

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Revising

*involves the process of improving the meaning and content for clarity
(reread, reorder, remove or elaborate upon)*

Adds text.	
Adds text to elaborate on topic and ideas	D
Adds text to clarify purpose or meaning	D
Adds text to complete sentences	D
Adds text to improve sentence fluency	D
Adds text to create complete paragraphs (topic sentences, supporting details, closing sentence)	D
Adds text to target specific audience	I
Adds/Incorporates Figurative language	D
Adds drawings/graphics to enhance text.	D
Subtracts text.	
Subtracts incorrect labels or misplaced words	D
Subtracts text to focus on topic and ideas	D
Subtracts text to clarify purpose or meaning	D
Subtract text to improve sentence fluency	D
Subtracts text to improve paragraph structure	D
Subtracts text to target specific audience	I
Organizes writing according to genre and purpose.	
Recognizes that published text has a structure (structure exists)	D
Recognizes that published text has a genre (naming it)	D
Recognizes that published text has a specific purpose (purpose)	D
Mimics genre format in their own writing	D
Organizes text to convey message, topic or idea	D
Organizes text according to genre format with teacher assistance	D
Organizes text according to genre independently	I/D
Adds own personality to writing.	
Understands concept of voice	D
Recognizes voice in writing	D
Attempts to include own voice in writing	D
Revises in consideration of voice	D
Applies and revises voice as a tool in targeting audience and purpose	I/D
Recognizes Tone and Mood in text	D
Rewords text.	
Recognizes that authors have word choice	D
Considers word choice in own writing	D
Revises in consideration of word choice	D
Revises for word choice in consideration of audience and purpose	I/D
Uses the thesaurus as a reference.	D
Adjusts word order for fluency.	
Understands concept of fluency in writing	D
Recognizes areas lacking fluency in writing (with teacher assistance)	D
Recognizes areas lacking fluency in own writing	D
Adjusts word order (placement) to improve fluency	D
Adjusts sentence structure to improve fluency	D
Adjusts paragraph structure to improve fluency	D
Adjusts organization of text to improve fluency	D
Improves text by using resource materials.	
Dictionary/thesaurus with teacher assistance	D
Dictionary/thesaurus independently	D
Reference books with teacher assistance	D
Reference books independently	D
Technology resources with teacher assistance	D

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Technology resources independently	I/D
Periodicals with teacher assistance	I

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Editing

involves proofreading the written work for wording, mechanics, spelling, and punctuation

Addresses CAPITALIZATION errors.	
Proper nouns: names of	
Historical events	D
Nationalities, religions and deity	D
Organizations, trade names, businesses	D
Titles (books, people)	D
Abbreviations:	
Acronyms	D
First word in direct quotation (dialogue)	D
Identifies and corrects PUNCTUATION errors	
Periods	
Acronyms (no periods)	D
Commas	
Dates	D
Direct address	D
Series	D
Greetings/Closings	D
Quotation	D
Introductory words	D
Time order	D
Compound Sentence	D
Appositive	I
Identifies and corrects PUNCTUATION errors	
Colon	
Salutation	I
Introduction of a list	I
Quotation marks	
Dialogue	D
Titles [short poems, songs, chapters, articles]	D
Direct quotes	D
Underlining (written or typed) or Italics (word processing)	
Titles: Magazines, newspapers	D
Ellipses	
Interruptions	I
Apostrophe – possession	
Regular	D
Irregular	D
Independently corrects errors.	D

FIFTH GRADE - WRITING CURRICULUM

Editing

involves proofreading the written work for wording, mechanics, spelling, and punctuation

Applies knowledge of grammar to text. (sentence structure, fluency, etc.)

Parts of Speech	
Nouns	D
Verbs	D
Adjectives	D
Pronouns	D
Adverbs	D
Conjunctions	D
Interjections	I
Verb Tense	
Past, present, future	D
Consistency of tense	D
Subject - verb agreement	D
Pronoun agreement with antecedent	D
Syllabication	D
Parts of Speech	D
Uses the THESAURUS as a reference.	D
Utilizes grade level editing marks.	I/D

Publish

involves preparing and bringing a final product to the attention of the audience

Applies penmanship and/or word processing skills.

Publishes by writing in cursive	D
Publishes by word processing	D
Publishes using presentation software	D

Provides adequate citations.

Documents sources informally	D
Lists sources at end of document	D
Documents sources in Work Cited format	I

Uses appropriate format. (title, cover page, heading)

Assigns titles appropriate to genre and text	D
Creates a heading according to teacher expectation	D
Creates an informal title page (title, date, grade, name)	D

Shares writing with intended audience.

Shares writing with home	D
Shares writing with peers	D
Shares writing with self identified audience	D
Shares with community or organization	D
Displays work in school	D
Shares writing from genre grade level focus	D

Appropriately utilizes visual aids (including illustrations, charts, tables, graphs, etc.)

Incorporates illustrations, charts, tables, diagrams and graphs by hand	D
Incorporates illustrations, charts, tables, diagrams and graphs using wordprocessing or spreadsheet software	D
Incorporates illustrations, charts, tables, diagrams and graphs using presentation software	D
Presents writing using poster or prop	D

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Genre

involves developing a variety of writing styles

Narrative - Nonfiction	
Writes personal experiences in narrative form (basic plot, setting, 5 W's, descriptive language)	D
Writes in response/reflection to literature (no specified format)	D
Writes autobiography using reference materials or interviews	D
Narrative: Creative / Expressive	
Writes in personal journal / writer's notebook	D
Writes fiction stories in narrative form (basic plot, setting, 5 W's, descriptive language)	D
Writes poetry according to easy format (haiku, ab ab rhyming, free verse, etc)	D
Creates poetry determining own format	D
Writes simple plays (lines, characters)	D
Understands genre of fables and folklore	D
Expository	
Writes biography (longer time span, more detail, greater focus)	D
Writes to describe observations	D
Writes to describe places and things	D
Creates and writes interviews	D
Writes to explain what or why	D
Writes summary of story	D
Writes summary of a book	D
Writes nonfiction report to inform (from nonfiction book - single source) independent work	D
Writes nonfiction report to inform (from multiple sources)	D
Writes basic research paper - list sources	D
Persuasive	
Understands genre of persuasion	D
Writes persuasive letter	D
Technical	
Writes to explain how (simple steps, directions, etc)	D
Writes to explain how (more complex directions)	D
Writes to explain mathematical thought / action	D
Writes to explain process (eg. science lab report)	I/D
Timed Writing	
Writes meaningful piece in 30 minutes (no prompt-chooses own genre)	D
Writes meaningful piece in 30 minutes (prompt-chooses own genre)	D
Writes in given genre in specified time limit	D
Applies writing process in timed situation	D
Assessment Response	
Writes in paragraph format (topic sentence, supporting detail, closing sentence) in response to written question or prompt	D
Manages time in assessment situation	D

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Craft

involves using the craft of a published author to serve as a writing mentor

Reads and rereads own writing as a reader	
Rereads own writing as a "reader" (teacher guided/modeled)	D
Rereads own writing as a "reader" (independently)	I/D
Rereads own writing from a variety of perspectives as different "readers" (teacher guided/modeled)	D
Rereads own writing from a variety of perspectives as different "readers" (independently)	I
Identifies possible changes based on reader's needs (teacher guided/modeled)	D
Identifies possible changes based on reader's needs (independently)	I/D
Reflects on own writing during the process (teacher guided)	D
Reflects on own writing during the process (independently)	I/D
Makes changes during the writing process based on reflection	D
Reflects on own writing after publishing (teacher guided)	D
Reflects on own writing after publishing (independently)	D
Reads and rereads literature like a writer (recognizes craft & recognizes literature as published writing)	
Understands that authors use/personalize the writing process	D
Understands that authors tailor writing to a specific audience and purpose	D
Understands that a writer can learn from other writers (peer or professional author)	D
Selects a craft from an author and applies it in their own writing	
Recognizes a "craft" in a piece of literature (teacher guide)	D
Recognizes a "craft" in a piece of literature (small group)	I/D
Recognizes a "craft" in a piece of literature (independently)	I
Names the craft (self-created name)	D
Names the craft (formal literary term)	D
Uses vocabulary of a writer to name, discuss, and apply craft	
Alliteration	D
Character	D
Dialogue	D
Flashback	I/D
Foreshadowing	I
Metaphor	I
Mood	I/D
Onomatopoeia	D
Personification	I
Point of View (first person, second person, third person)	I
Plot (setting, conflict, rising action, climax, falling action, solution)	D
Repetition	I/D
Rhyme	D
Rhythm	D
Sequence of Events	D
Setting	D
Simile	D
Stanza	D
Title	D
Author-Unique Craft	D