

Lake Washington School District
Teaching and Learning Framework

Fifth Grade

Writing

Power Standards | August 2007

Fifth Grade | Writing

The Writing Process

Power Standards

Revises text, including changing words, sentences, paragraphs, and ideas.

Evidence of Learning

Rereads work several times and has a different focus for each reading (e.g., first reading — adding details for elaboration; second reading — deleting sentences or phrases to achieve paragraph unity; third reading — reorganizing ideas for meaning).

Records feedback using writing group procedure (e.g., partner underlines telling sentences, such as “I had fun,” and writer changes to show detail, “I squealed as the roller coaster sped around a corner.”)

Makes decisions about writing based on feedback (e.g., revision before final draft).

Uses multiple resources to identify needed changes (e.g., writing guide, peer, adult, computer, thesaurus).

Writing in a Variety of Forms for Different Audiences and Purposes

Power Standards

Demonstrates understanding of different purposes for writing.

Evidence of Learning

Writes to analyze informational text or data (e.g., explains the steps of a scientific investigation).

Writes to learn (e.g., math learning logs, reflections, double-entry logs, steps/strategies used to solve math problems), to tell a story, to explain, and to persuade.

Uses a variety of forms/genres.

Produces a variety of new forms/genres.

Examples:
expository essays

Traits of Effective Writing

Power Standards	Evidence of Learning
Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples.	<p>Narrows topic with controlling idea (e.g., from general topic, such as baseball, to specific topic, such as “The Mariners are my favorite baseball team.”).</p> <p>Selects details relevant to the topic to extend ideas and develop elaboration (e.g., specific words and phrases, reasons, anecdotes, facts, descriptions, examples).</p> <p>Uses personal experiences, observations, and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in math, science, or social studies; appropriate anecdotes to explain or persuade).</p>
Uses an effective organizational structure.	<p>Writes in a logically organized progression of unified paragraphs.</p> <p>Develops an interesting introduction in expository writing (e.g., leads with the five W’s, an interesting fact).</p> <p>Develops an effective ending that goes beyond a repetition of the introduction (e.g., summary, prediction).</p> <p>Varies leads and endings in narratives.</p> <p>Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs (e.g., order of importance – least, most).</p>
Applies understanding that different audiences and purposes affect writer’s voice.	<p>Writes with a clearly defined voice appropriate to audience (e.g., informal versus formal voice).</p> <p>Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., a “how to” paper vs. a persuasive piece).</p>
Applies punctuation rules.	<p>Uses punctuation rules from previous grades.</p> <p>Uses commas to set off interjections (e.g., Okay, if you say so.) or explanatory phrases (e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet).</p>

Evaluating Writing and Setting Goals

Power Standards	Evidence of Learning
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