

What Fifth Graders are Learning in Writing

(Based on the *Grade Expectations for Vermont Framework of Standards and Learning Opportunities*)

THE WRITING PROCESS

We are learning to:

Pre-write: Brainstorming through think-aloud, evidence gathering, drawing and hand paragraphs.

Draft: Hand paragraph to make a “rough” copy, painted essay structure and genre modeling.

Revise: Reworking of students thoughts for rhetorical effectiveness.

Edit: Teacher supported editing of grammar usage and mechanics.

Critique: Teacher conferences with students and students share for positive feedback from peers.

Publish: Rewriting of final copy, bulletin board display, guest reader sharing, newsletter submissions, authors nights.

SPELLING

We are learning to:

- Apply spelling knowledge in proofreading and editing of writing
- Correctly spell grade appropriate, high-frequency words, including homonyms and homophones
- Apply syllable division and spelling rules/patterns to new situations

WRITING CONVENTIONS

We are learning to:

- Identify and correct grammatical errors
- Apply basic capitalizations rules
- Use punctuation to clarify meaning
- Use varied sentence length and structure to enhance meaning
- Use the paragraph form (indenting, main idea and supporting details)
- Recognize organizational text structures within paragraphs

WRITING IN RESPONSE TO LITERATURE

We are learning to:

- Select appropriate information to set background/context
- Connect what has been read to prior knowledge and other texts
- Summarize key ideas
- State and maintain a focus when responding to a given question
- Use specific details and references to text or citations to support focus
- Make inferences about content, events, characters, setting, or common themes
- Organize ideas using transition words or phrases
- Write a conclusion that provides closure
- Address the reader’s possible questions
- Use appropriate voice and tone

REPORT WRITING

We are learning to:

- Use an organizational text structure appropriate to focus
- Select appropriate information to set the context
- Write a conclusion that provides closure
- Obtain information from more than one source
- List sources at the end of a report
- State and maintain a focus or controlling idea on a topic
- Include sufficient facts and details relevant to focus
- Exclude extraneous information

NARRATIVE WRITING

We are learning to:

- Create a clear, understandable story line with a beginning, middle and an end
- Use transition words/phrases to establish a clear order and enhance meaning
- Establish context, problem, and resolution
- Use relevant and descriptive details to advance the story line
- Use dialogue to advance action
- Develop characters through description

PROCEDURE WRITING

We are learning to:

- Provide a purpose for the procedure with clear directions and explanations
- Use numbering, words, or phrases to arrange the steps in a logical manner
- Use details and examples that help the reader understand the process
- Provide a list of materials to be used
- Provide a conclusion

EXPRESSIVE WRITING

We are learning to:

- Make connections between personal experience and ideas
- Use details to establish a purpose
- Establish a focus when responding to a given question or idea
- Show evidence of individual voice
- Exhibit techniques for reflecting on thoughts or feelings
- Uses poetry as a means for visual imagery and expression

PERSUASIVE WRITING

We are learning to:

- Anticipate the reader's needs
- Restate the issue or problem
- State a clear position
- Provide appropriate facts and detail
- Address the readers potential concerns or counterarguments