

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 5

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W5: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>	<p>Writing Process</p>	<p>Use a prewriting format (1a)</p> <p>State and maintain focus for writing (1b)</p> <p>Select language that reflects awareness of audience (1c)</p> <p>Compose paragraphs that include topic sentences, supporting details, and concluding sentences using appropriate organizational text structure (1d)</p> <p>Use specific facts, details, references to text, and/or citations when appropriate (1e)</p> <p>Elaborate by naming, describing, and/or explaining (1f)</p> <p>Edit elements identified in Power Standard #2 (1g)</p>
1.6	<p>W5: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • Identifying or <u>correcting grammatical errors</u> EXAMPLES: <u>subject-verb agreement</u>, nonstandard usage (ain't), <u>double negatives</u> • Applying basic capitalization rules • <u>Using punctuation to clarify meaning</u> EXAMPLES: <u>commas, apostrophes, quotation marks</u> 	<p>Writing Conventions</p>	<p>Use appropriate punctuation to clarify meaning (2a)</p> <p>Use commas to separate items in a series (2b)</p> <p>Apply correct capitalization to beginning of sentences and proper nouns (2d)</p>

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<p>1.6</p>	<p>W5: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> • <u>Applying spelling knowledge in proofreading and editing of writing</u> • Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones</u> and <u>applying syllable division, morpheme, and affix spelling patterns/rules to new situations</u> EXAMPLES: consonant doubling, consonant patterns, <u>units of meaning—common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling changes— “fury” to “furious”; or phonological changes—“electric” to “electricity”)</u> 	<p>Writing Conventions</p>	<p>Use resources to check and correct spelling (2e)</p>
<p>5.18</p>	<p>W5: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> • <u>Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</u> • Using the paragraph form: indenting, main idea, supporting details • <u>Recognizing organizational text structures <i>within</i> paragraphs</u> EXAMPLES: <u>description, chronology, proposition/support, compare/contrast</u> 	<p>Structures of Language</p>	<p>Write complete sentences (2c)</p> <p>Use correct paragraph formatting (2f)</p>

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<p>1.7, 5.11, 5.13</p>	<p>W5: 5 In response to literary or informational text, students show understanding of plot/ideas/ concepts by...</p> <ul style="list-style-type: none"> • Selecting appropriate information to set context/background EXAMPLE (of context): When introducing a character, making sure the reader understands who the character is • <u>Summarizing key ideas</u> • Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts</u> 	<p>Writing in Response to Literary or Informational Text</p>	<p>Summarize context (story or key ideas) (3a)</p> <p>Make connections to prior knowledge (3b)</p>
<p>1.7, 5.11, 5.13</p>	<p>W5: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus (purpose) when responding to a given question • Using specific details and references to text or <u>citations</u> to support focus • Making inferences about the content, events, characters, setting, or common themes 	<p>Writing in Response to Literary or Informational Text</p>	<p>Provide evidence from text to support an analytical judgment (inference) (3c)</p>
<p>1.7, 5.11, 5.13</p>	<p>W5: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> • Organizing ideas using transition words/phrases <u>and writing a conclusion that provides closure</u> • <u>Addressing the reader's possible questions</u> EXAMPLE: When introducing new information, making sure the reader understands how it relates to the text • Using appropriate voice and tone (word choice, <u>sentences with embedded phrases and clauses</u>) 	<p>Writing in Response to Literary or Informational Text</p>	

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<p>1.8, 1.19</p>	<p>W5: 8 In reports, students organize information/concepts by...</p> <ul style="list-style-type: none"> • <u>Using an organizational text structure appropriate to focus/controlling idea</u> EXAMPLES: <u>description, chronology, proposition/support, compare/contrast</u> • <u>Selecting appropriate information to set the context</u> • Using transition words or phrases <u>appropriate to organizing text structure</u> EXAMPLE: for compare/contrast, using “on the other hand” • Writing a conclusion <u>that provides closure</u> • <u>Obtaining information from more than one source</u>, when appropriate • Listing sources at end of a report, if appropriate 	<p>Informational Writing: Reports</p>	<p>Obtain and evaluate information from more than one source (4a)</p> <p>Select relevant and accurate information (4b)</p>
<p>1.8, 1.19</p>	<p>W5: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus/ controlling idea (purpose) on a topic 	<p>Informational Writing: Reports</p>	
<p>1.8, 1.19</p>	<p>W5: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> • Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images 	<p>Informational Writing: Reports</p>	

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1.9, 5.11	<p>W5: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • Creating a clear and <u>coherent</u> (logically consistent) story line • <u>Using transition words/phrases to establish clear chronology and enhance meaning</u> • <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> 	Expressive Writing: Narratives	
1.9, 5.11	<p>W5: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • Using relevant and descriptive details <u>to advance the story line</u> • <u>Using dialogue to advance action</u> • <u>Developing characters through description</u> 	Expressive Writing: Narratives	
1.10	<p>W5: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • <u>Providing a purpose by giving context to let the reader know when the procedure is appropriate</u> • Using transition words or phrases (e.g., numbering, ordering) to arrange the steps in a logical manner • Using details <u>and examples</u> that help the reader understand the process <u>and excluding extraneous information</u> • Providing a list of materials, if appropriate • Providing a conclusion 	Informational Writing: Procedures	

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1.10	<p>W5: 14 In written procedures, students anticipate the readers' needs by...</p> <ul style="list-style-type: none"> Using a format that is easy to follow EXAMPLES: paragraphing, white space, blocking 	<p>Informational Writing: Procedures</p>	
1.11	<p>W5: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> Restating the issue or problem and stating a clear position (purpose) 	<p>Informational Writing: Persuasive Writing</p>	
1.11	<p>W5: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> Providing appropriate facts and details Addressing the reader's potential concerns or counterarguments 	<p>Informational Writing: Persuasive Writing</p>	
1.12	<p>W5: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> Using <u>concrete</u> details to establish <u>context</u> (purpose) Establishing <u>or evolving</u> focus Showing evidence of individual voice and exhibiting a <u>variety</u> of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting Having coherent organization 	<p>Expressive Writing: Reflective Essay</p>	

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1.23, 5.11	<p>W5: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> Establishing a clear topic or focus (purpose) <u>and voice for audience</u> Writing poems that express feeling 	Expressive Writing: Poetry	
1.23, 5.11	<p>W5: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> <u>Selecting vocabulary according to purpose or for effect on audience</u> <u>Using rhyme or repetition</u> Using <u>a variety</u> of poetic forms EXAMPLES: haiku, rhyming couplets, limericks, formula poems, <u>free verse</u> 	Expressive Writing: Poetry	