

SAU Curriculum Framework

Grade 5

Writing and Oral Communication

Structures of Language	
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...	
Grade 5	Student Friendly Language
W-5-1.1: <u>Using varied sentence length and structure to enhance meaning</u> (e.g., <u>including phrases and clauses</u>) (Local)	I will <u>vary my sentences in length and structure to make them more meaningful</u> . I will <u>include phrases and clauses</u> .
W-5-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> • indenting • main idea • supporting details
W-5-1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures	I will recognize how the following text structures are organized <i>within</i> paragraphs: description sequential chronology proposition/ support compare/contrast
W-5-1.4: Not assessed at this grade level	
W-5-1.5: Subsumed in W-5-1.1	
W-5-1.6: Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text	I know how to organize my paper for specific writing assignments.
Reading Connection	
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)	
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...	
W-5-2.1: Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is	After I have read a text, I will select appropriate information to set the context/background.
W-5-2.2: Summarizing <u>key</u> ideas (Local)	I will summarize <u>key</u> ideas.
W-5-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u> (Local)	I will connect what I have experienced and <u>what I have read</u> to help me understand the important (<u>relevant</u>) ideas.

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Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)	
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...	
W-5-3.1: Stating and maintaining a focus (purpose) when responding to a given a question (Local)	I will state and maintain a focus when answering a question.
W-5-3.2: Making inferences about content, events, characters, setting, or common themes (Local)	I will make inferences about: <ul style="list-style-type: none"> • content • events • characters • setting • common themes
W-5-3.3: Using specific details and references to text <u>or citations</u> to support focus (Local)	I will use specific details and references to the text <u>or direct quotes (citations)</u> to support my ideas in writing.
W-5-3.4: Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u> (Local)	<ul style="list-style-type: none"> • I will organize ideas by using: • transition words/phrases • <u>writing a conclusion that provides closure</u>
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)	
W-4: In written narratives, students organize and relate a story line/plot/series of events by...	
W-5-4.1: Creating a clear and <u>coherent (logically consistent)</u> story line (Local)	I will create a story line that is <u>clear and connected (coherent)</u> .
W-5-4.2: <u>Establishing context (setting or background information), problem/conflict/ challenge, and resolution</u> (Local)	When writing I will include: <ul style="list-style-type: none"> • <u>setting or background information (context)</u> • <u>problem/conflict/ challenge</u> • <u>solution (resolution)</u>
W-5-4.3: <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u> (Local)	<u>To increase (enhance) meaning, I will use transition words/phrases to show the sequence of events (chronology)</u> .

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Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)	
W-5: Students demonstrate use of narrative strategies by...	
W-5-5.1: Using relevant and descriptive details <u>to advance the plot/story line</u> (Local)	To <u>develop the plot/story line</u> , I will use: <ul style="list-style-type: none"> • relevant (important) details • descriptive details
W-5-5.2: Using dialogue to advance plot/story line_(Local)	I will use dialogue to develop (advance) the plot/story line.
W-5-5.3: <u>Developing characters through description</u> (Local)	I will <u>use description to develop characters</u> .
W-5-5.4: <u>Using voice appropriate to purpose</u> (Local)	I will <u>use voice</u> (such as style, word choice) appropriate to the topic <u>and audience</u> .
W-5-5.5: <u>Establishing a focus when</u> writing about observations and experiences (Local)	I will <u>establish a focus</u> when writing about observations and experiences.
W-5-5.6: Selecting and elaborating important ideas; and <u>excluding extraneous details</u> (Local)	I will select and elaborate important ideas. I will <u>leave out unimportant</u> (extraneous) details.
Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)	
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...	
W-5-6.1: <u>Using an organizational text structure appropriate to focus/controlling idea</u> (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast	I will <u>organize my ideas</u> by using the appropriate text structure such as: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • compare/contrast
W-5-6.2: Selecting appropriate information to set the context	I select appropriate information to set the context (background).
W-5-6.3: Using transition words or phrases (Local) EXAMPLES: for procedures-using numbering, ordering; for compare/contrast – using “on the other hand”	I will use transition words or phrases appropriate to text structure.
W-5-6.4: Writing a conclusion that <u>provides closure</u> . (Local)	I will write a conclusion that <u>provides closure (an ending)</u> .
W-5-6.5: Providing a list of resources (e.g. materials used in a tasks; sources used for reference) (Local)	I will list materials I use in a task. I will list sources I use for reference.

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Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)	
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...	
W-5-7.1: Establishing a topic (Local)	I will establish a topic.
W-5-7.2: Stating and maintaining a focus/controlling idea on a topic (Local)	I will state and maintain (keep) a focus/controlling idea.
Informational Writing	
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)	
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...	
W-5-8.1: Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local)	I will include facts and details relevant to my focus/controlling(main) idea. I will <u>leave out unimportant (extraneous) information</u> .
W-5-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> • naming • describing • explaining • comparing • using visual images
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)	
W-9: In independent writing, students demonstrate command of appropriate English conventions by...	
W-5-9.1: Identifying or <u>correcting</u> grammatical errors (Local) EXAMPLES: <u>subject-verb agreement</u>	I will identify and <u>correct</u> grammatical errors such as: <ul style="list-style-type: none"> • <u>subject-verb agreement</u>
W-5-9.2: Applying basic capitalization rules	I will know when to capitalize words.
W-5-9.3: Subsumed in W-5-9.4	
W-5-9.4: <u>Using punctuation to clarify meaning</u> (Local) EXAMPLES: commas, apostrophes, quotation marks	I will <u>use punctuation to clarify meaning</u> such as: <ul style="list-style-type: none"> • commas • apostrophes • quotation marks

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Habit of Writing: Uses a Writing Process (W-10)	
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.	
W-5-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing (See Appendix B)
Habit of Writing: Writing Extensively (W-11)	
W:HW:2: Demonstrates the habit of writing extensively by...	
W-5-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-5-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-5-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook • letters • personal notes • reading response journal
W-5-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

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Oral Communication Strategies (OC1)	
W:OC:1: In oral communication, students demonstrate interactive listening by ...	
OC-5.1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-5.1.2: <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)	<p><u>When information is presented I will:</u></p> <ul style="list-style-type: none"> • <u>categorize</u> • <u>understand</u> • <u>summarize</u> • <u>question</u>
OC-5.1.3: Not assessed at this grade level	
OC-5.1.4: <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> (Local)	I will <u>respectfully</u> listen and respond to the individual ideas of <u>others</u> .
OC-5.1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.
Oral Communication Strategies (OC-2)	
W:OC:2: In oral communication, students make oral presentations by...	
OC-5-2.1: Demonstrating skills required in interpersonal, small group, and public exchanges (eg., discussions, interviews)	I will know how to speak and behave in different places and with different people.
OC-5-2.2: Using verbal and nonverbal choices to convey consistent focus.	As I am speaking, I will stay focused on my topic by using appropriate words, facial expressions and gestures.
OC-5-2.3: Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts	I will tell stories or give information with details and provide a logical conclusion. As I speak, I will also use books, pictures, displays, graphics or artifacts to convey meaning.
OC-5-2.4: Providing effective and appropriate feedback to audience and small groups	I will make meaningful and appropriate comments to others.
OC-5-2.5: <u>Using variety of strategies to engage audience (eg., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gestures) to communicate ideas effectively</u>	<p><u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u></p> <ul style="list-style-type: none"> • <u>eye contact</u> • <u>speaking rate</u> • <u>volume</u> • <u>articulation</u> • <u>inflection</u> • <u>intonation</u> • <u>rhythm</u> • <u>gestures</u>

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