**Fifth Grade Writing Guide**

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| Please review the Fourth Grade Skills Lessons on the Writer’s Workshop Check Sheet. |

*\*Page numbers are from Crafting Nonfiction by Linda Hoyt and Kelly Boswell*

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| **GENERAL WRITING SKILLS** | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | August | 310, 312-315, 322-323 |
| Spell grade-appropriate words correctly, consulting references as needed. | August | 92-93  138-139  346-347 |
| Use a comma to separate an introductory element from the rest of the sentence | August | 314-315 |
| Use punctuation to separate items in a series.\* | August | <http://www.k12reader.com/worksheet/commas-in-a-series/> |
| Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | August | 244-245  278-279 |
| Recognize and correct inappropriate shifts in verb tense.\* | September | 326-327 |
| Use verb tense to convey various times, sequences, states, and conditions. | September | 326-327 |
| Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |  | 328-329  234-235 |
| Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). | September | <http://www.brighthubeducation.com/middle-school-english-lessons/18047-comma-rules-for-the-classroom/>  <https://www.ereadingworksheets.com/languageartsworksheets/punctuationworksheets/comma-worksheets/> |
| Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | October | <http://sigma.indwes.edu/MEDTRADSP11/erik.longenecker/TWS%20Storage/Conj.%20Trans.%20LP%20(2).pdf> |
| Use correlative conjunctions (e.g., either/or, neither/nor) | October | <http://www.sharemylesson.com/article.aspx?storyCode=50010542> |
| Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | October | <http://www.lessoncorner.com/Foreign_Language/Esl/Verb_Tenses>  <http://www.localschooldirectory.com/lesson-plans/id/218> |
| Use underlining, quotation marks, or italics to indicate titles of works. |  | <http://www.lessonplanet.com/search?keywords=underlining+italics+titles> |
| **NARRATIVE WRITING** | | |
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | August-October | <http://www.proteacher.net/discussions/showthread.php?t=431547>  <http://writingfix.com/genres/narrative.htm#5>  (Writing prompts and examples and lesson on narrative writing) |
| Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  | 94-95  96-97 |
| Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  | 218-219  244-245 |
| Use concrete words and phrases and sensory details to convey experiences and events precisely. |  | 108-109  118-119  160-161  208-209 |
| Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (*See the Idea Development* poster.) |  | <http://betterlesson.com/community/lesson/29154/adding-dialogue>  <http://www.brighthubeducation.com/high-school-english-lessons/12897-writing-dialogue-effectively/>  <http://youngteacherlove.blogspot.com/2012/11/writing-dialogue-part-2.html> |
| Use flashbacks (see the *Idea Development* poster) to develop experiences and events. |  | <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html#resources> |
| Provide a conclusion that follows from the narrated experiences or events. |  | <https://learnzillion.com/lessons/513-write-a-conclusion-for-a-narrative-by-showing-how-you-feel> |
| **INFORMATIVE/EXPLANATORY WRITING** | | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | October--December | Timeforkids.com  Teenink.com |
| Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |  | 68-69  84-85  144 (Presenting) |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (See the *Idea Development* poster.) |  | 180-181  250-251 |
| Use analogies to develop a topic. (See *the Idea Development* poster.) |  | <http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm>  (There is a list of topics for writing analogies on this page.) |
| Use anecdotes to develop a topic. (See the *Idea Development* poster.) |  | <http://examples.yourdictionary.com/examples-of-anecdotes.html> |
| Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  | 90-91  198-199  242-243 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. |  | 210-211 |
| Provide a concluding statement or section related to the information or explanation presented. |  | 100-101 |
| **CONDUCTING RESEARCH** | | |
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | October--December | <https://learnzillion.com/lessons/1204>  (This is the first in a series of twelve lessons on conducting and writing a research paper.) |
| Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources |  | 46-47  48-49  50-51  52-53  58-59  60-61  45  46-47 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | 54-55 |
| **OPINION WRITING** | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | March | <https://learnzillion.com/lessons/1401>  (This is the first in a series of seven video lessons on writing an opinion piece.)  <https://learnzillion.com/lessons/389>  (This is the first in a series of seven video lessons on writing an opinion letter.) |
| Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. |  | 98-99  102-103  196-197 |
| Provide logically ordered reasons that are supported by facts and details. (See the *Idea Development* poster.) |  | 174-175  270-271 |
| Use questions - asking rhetorical questions –to develop/support an opinion. (See the *Idea Development* poster.) |  | <https://www.youtube.com/watch?v=cCK6wQ0BoxI> |
| Use statistics to develop/support an opinion. (See the *Idea Development* poster.) |  | <http://knowledge.thinkingstorm.com/SourcesEvidence/UsingStatisticsinWriting.aspx> |
| Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |  | 103  198-199  206-207  242-243 |
| Provide a concluding statement or section related to the opinion presented. |  | 100-101 |

**ONGOING WRITING STANDARDS:**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GRAMMAR MINI-LESSONS:**

<http://missionliteracy.com/page79/page80/page83/assets/5th%20grade%20grammar.pdf>

<http://www.brainpop.com/educators/community/bp-topic/conjunctions/>

**COMMA MINI-LESSONS:**

<http://www.k12reader.com/subject/grammar/punctuation/>