

**Grade 5 Report Card – Parent Support**  
**WRITING**  
**Trimester Expectations**

Report Card Indicator	Standards Addressed	Trimester 1 Expectations	Trimester 2 Expectations	Trimester 3 Expectations
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information	W.5.1	<ul style="list-style-type: none"> <li>● Construct a lead that has a hook and states a claim</li> <li>● Choose reasons that best support the claim and include examples and information for support.</li> <li>● Use convincing tone along with deliberate word choices</li> <li>● Use transitions to connect reasons to evidence or to make a new point</li> <li>● Write an ending that restates or reflects on claim</li> </ul>	Extend Trimester 1 expectations throughout other genres (literature, social studies, science, etc.)	<ul style="list-style-type: none"> <li>● Write an introduction that leads to a claim, that not only hooks the reader, but lets him/her know its significance. The writer also lets the reader know the reasons he/she would develop later.</li> <li>● Organize reasons into a convincing order and ensure they do not overlap</li> <li>● Include a variety of evidence and discuss how evidence supports the claim</li> <li>● Use convincing tone along with deliberate word choices and figurative language</li> <li>● Use transitions to connect evidence back to reasons, to help reader follow thinking, and be more precise</li> <li>● Write a conclusion that restates the main points, and offers a thought or insight</li> </ul>
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	W.5.2	<ul style="list-style-type: none"> <li>● Write an introduction that hooks the readers and lets them know he/she will be teaching them different things about the subject</li> <li>● Teach different things about a subject and includes different kinds of facts. The writer also makes choices about organization and uses</li> </ul>	<ul style="list-style-type: none"> <li>● Write an introduction that gets readers interested in the topic and lets the readers know the subtopics he/she will develop later</li> <li>● Use a variety of information to explain different aspects of a topic</li> <li>● Use key vocabulary and a consistent, inviting, teaching tone</li> </ul>	<p><b><u>Extension activity but ensuing the student:</u></b></p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, provide a general observation and focus, and group related information logically; include headings, illustrations, multimedia when useful in aiding comprehension</li> <li>● Develop the topic with facts, definitions, concrete details,</li> </ul>

		<p>text or graphic features</p> <ul style="list-style-type: none"> <li>• Use a teaching tone and figurative language to clarify points.</li> <li>• Use transition words to help the reader understand sequence or parts of a whole concept</li> <li>• Write an ending that reminds readers of the subject and added thoughts, feelings, or questions about it.</li> </ul>	<p>to help readers understand information</p> <ul style="list-style-type: none"> <li>• Work to include exact phrase, image, or comparison that would explain information</li> <li>• Use transitions to compare or contrast information, follow a narrative, or state an opinion</li> <li>• Write a conclusion that restates main points and offers final thought or question for readers to consider</li> </ul>	<p>quotations, and other information and examples related to the topic</p> <ul style="list-style-type: none"> <li>• Link ideas within and across categories of information using words, phrases, and clauses</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Provide a concluding statement or section related to the information or explanation presented</li> </ul>
<p>Writes narratives to develop real or imagined experiences or events</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> <li>• Write a beginning which shows what is happening and where, getting readers into the world of the story.</li> <li>• Add actions, thoughts, dialogue, and feelings to the heart of the story</li> <li>• Show why characters do what they do by including their thinking. Use precise and sometimes sensory details and use figurative language (simile, metaphor, personification).</li> <li>• Show how much time went by with words and phrases that mark time such as “just then” and “suddenly” (to show when things happened quickly) or after a while and a</li> </ul>	<ul style="list-style-type: none"> <li>• Write a beginning that not only shows the reader what is happening and where, but also gives a clue to what will become a problem later for the main character</li> <li>• Use a blend of description, action, dialogue, and thinking to develop characters, setting, and plot throughout the story, especially the heart of the story.</li> <li>• Show why characters do what they did by including their thinking and their responses to what happened.</li> <li>• Include precise details and use figurative language, as well as objects or actions as symbols to bring forth meaning.</li> <li>• Use transitional</li> </ul>	<p><b><u>Independently</u></b></p> <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events</li> <li>• Provide a conclusion that follows from the narrated experiences or events</li> </ul>

		<p>little later (to show when a little time passed).</p> <ul style="list-style-type: none"> <li>• Use action, dialogue, or thinking to bring story to a close</li> </ul>	<p>phrases in more complicated ways: to show things happening at the same time, flashback, or flash forward.</p> <ul style="list-style-type: none"> <li>• The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.</li> <li>• The writer gave readers a sense of closure.</li> </ul>	
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience	W.5.4	<ul style="list-style-type: none"> <li>• Organize text into paragraphs</li> <li>• Compose an introductory paragraph</li> <li>• Compose a satisfying conclusion</li> <li>• Use writer's craft</li> <li>• Use transitions to help sequence</li> <li>• Use correct mechanics, spelling, and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Organize text into paragraphs</li> <li>• Compose an introductory paragraph</li> <li>• Compose a satisfying conclusion</li> <li>• Use writer's craft</li> <li>• Use transitions to help sequence</li> <li>• Use correct mechanics, spelling, and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Organize text into paragraphs</li> <li>• Compose an introductory paragraph</li> <li>• Compose a satisfying conclusion</li> <li>• Use writer's craft</li> <li>• Use transitions to help sequence</li> <li>• Use correct mechanics, spelling, and grammar</li> </ul>
Shows evidence of planning, revising, editing, rewriting	W.5.5	<ul style="list-style-type: none"> <li>• Use a planning strategy or graphic organizer</li> <li>• Incorporate strategies taught during writer's workshop to revise writing</li> <li>• Incorporate suggestions from writing conferences</li> <li>• Use editing checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Use a planning strategy or graphic organizer</li> <li>• Incorporate strategies taught during writer's workshop to revise writing</li> <li>• Incorporate suggestions from writing conferences</li> <li>• Use editing checklist to edit text after revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Use a planning strategy or graphic organizer</li> <li>• Incorporate strategies taught during writer's workshop to revise writing</li> <li>• Incorporate suggestions from writing conferences</li> <li>• Use editing checklist to edit text after revisions</li> </ul>

		to edit text after revisions		
Uses technology to produce and publish writing, as well as to interact and collaborate with others	W.5.6	<ul style="list-style-type: none"> <li>• Compose text using app on Ipad (Pages, Google Docs, etc.)</li> <li>• Use spell check feature</li> <li>• Share drafts for peer revising or editing</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize tools to include text or graphic features in writing pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools to adjust alignment, margins, spacing</li> <li>• Use tools to insert table</li> </ul>
Conducts research using several sources	W.5.7	<ul style="list-style-type: none"> <li>• Use questions to guide research</li> <li>• Use print and/or internet to find answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses questions and reflections from drafts to further research</li> <li>• Uses video/ multimedia and primary sources to find answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a combination of questions and reflections from drafts independently to guide research</li> <li>• Uses print, internet, video, or primary sources to find answers to questions</li> </ul>
Recalls, summarizes, and paraphrases information	W.5.8	<ul style="list-style-type: none"> <li>• Gather relevant information to questions</li> <li>• Paraphrase or summarize information in notes</li> </ul>	<ul style="list-style-type: none"> <li>• Assess credibility and accuracy of sources</li> <li>• Integrate information in draft without plagiarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, summarize, and paraphrase information in various extension activities</li> </ul>
Draws evidence from literary or informational texts to support analysis, reflection, and research	W.5.9	<ul style="list-style-type: none"> <li>• Find several pieces of evidence to support claim in a well developed paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for essay with thesis and supporting points</li> <li>• Find evidence for supporting points</li> </ul>	<ul style="list-style-type: none"> <li>• Compose multi-paragraph piece utilizing support from literature or informational text</li> </ul>
Writes routinely over extended time	W.5.10	<ul style="list-style-type: none"> <li>• Composes independently in writer's notebook</li> <li>• Apply feedback from writing conferences independently</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize strategies to compose independently in notebook</li> <li>• Use strategies taught in class to compose grade level drafts</li> <li>• Apply feedback from writing conferences independently</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize strategies to compose independently in notebook</li> <li>• Use strategies taught in class to compose grade level drafts</li> <li>• Apply feedback from writing conferences independently</li> </ul>

