

## Grade 5 Writing

### Illustrated End of Year Writing Expectations

#### The Grade 5 Writer:

By the end of Grade 5, students are required to create a variety of texts in order to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The writing process is practiced through three broad categories of writing: **Personal Writing**, **Writing to Communicate Ideas and Information** and **Literary Writing**. Within these three categories, there are various and more specific **Text Type forms** that students may use to write for a specific audience and purpose.

#### Illustrated Example Title: Letter to Parents

#### Personal Writing: Descriptive - Letter

In **Personal Writing**, students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed or their own experiences. In Grade 5, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself. (BC Performance Standards, **Gr 5 Personal Writing**, p. 167)

#### The Task:

Each month, students in this Grade 5 class wrote letters to their families about some of the events and experiences of the past month.

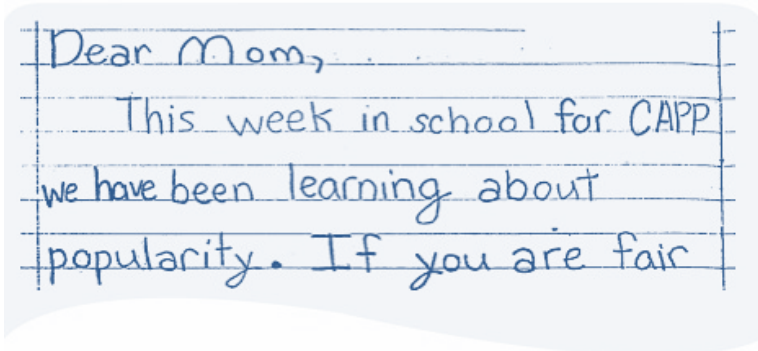
#### Process:

- As a whole class, students were invited to think about some of the month's activities and share orally. The teacher recorded their ideas on a web on the board.
- Next, the students were asked to reflect on their successes throughout the month and share these with a partner. Then each student would summarize and briefly share what the partner had said with the whole class.
- Finally, students were asked to write a letter to their parents highlighting their learning throughout the month. The teacher would circulate and help students who had difficulty selecting ideas for writing.
- Students did not revise or edit to create "good copies," but were expected to plan their work carefully and use specific writing strategies including organizing ideas, using a variety of sentence types, and using classroom resources, such as a "word wall," for spelling reference.
- Time: approximately 30 minutes independent writing time

Source: BC Performance Standards, Gr 5 p. 172

*The following example illustrates aspects of the task and text and demonstrates how a student engages with both to meet the writing demands of the curriculum. A number of such examples would be used to inform the overall teacher judgement for this student. This sample illustrates Level 4 on the academic scale of the Manitoba Provincial Report Card.*

## Illustrated End of Grade 5 Writing Expectations



**Ideas:** The student develops and elaborates ideas clearly and logically. She offers relevant ideas related to many of her school subjects and provides interesting and specific details with some analysis.

**Organization:** The student begins with a connection to the oral discussion that clearly communicates the purpose for writing. The student follows a natural sequence; related ideas are grouped together into paragraphs, and connecting words help to link ideas. The student does not write a closing summary statement but does conclude the letter with an appropriate closing (Your daughter,).

**Sentence Fluency:** The student uses a variety of simple and complex sentences that flow smoothly. The student changes sentence beginnings to add interest for the reader.

### TRANSCRIPT

Dear Mom,

This week in school for CAPP we have been learning about popularity. If you are fair and kind your popularity will rise. If you are bragging and critical, you will lose your popularity. We also made a goal. My goal was to try and join other activities.

In science, my class has been learning about seahorses. We know that they are small marine fish, they have a head like a horse, there are 25 species, and they live in every ocean of the world.

In French we have learned a song called "Mon sac à dos est gros". It is a song about a boy trying to fit everything into his sac à dos (knapsack). Also in French we have taken a French test. Mme Sinclair read words in French holding up flash cards. We had to guess if the flash card matched the word. I got nine out of ten.

In language arts we have been learning about singular words and plurals. The plural of cherry is cherries.

Plurals are a word that means more of something. A singular word is a word the means only one.

In math we have learned how to do Roman Numerals. Five is V and ten is X. Roman numerals are found on the bottom of video cassettes.

Your daughter,

**Word Choice:** The student uses clear and varied language She uses descriptive words and technical words effectively to enhance meaning: bragging, critical, marine, species, plural, singular.

**Voice:** The student uses an appropriate voice to fit the purpose of informing the reader. She provides personal connections to what she is learning at school. Ie "We also made a goal. My goal was to try and join other activities."

**Conventions:** The student knows and applies spelling conventions effectively and uses resources to confirm spelling of new or unfamiliar words such as the correct French spelling and accents. She uses correct punctuation for simple and compound sentences. She mainly uses capital letters appropriately for proper nouns and consistently for sentence beginnings.

Note: We have used the writing traits to analyze the effectiveness of the writing samples. See Ruth Culham's *6+1 Traits of Writing: The Complete Guide*, Scholastic Education, 2003.

## Key Characteristics of the Grade 5 Writer

By the end of Grade 5, students will create texts for a range of different purposes to meet the specific demands of the Curriculum at this level, using a process appropriate to the task and drawing on the knowledge, skills and attitudes that will help them achieve their purpose.

### Behaviours during each step of the writing process to notice and support:

#### Planning

- Focuses a topic by integrating ideas from experience and a variety of other sources. (4.1.1). Generates and expands ideas through talk with teachers and peers.
- Chooses forms [such as news stories, interviews, reports, diagrams, books, charts, brochures, posters] appropriate to a variety of audiences and purposes. (4.1.2)
- Uses listening, reading and viewing experiences as models for organizing ideas in own writing. (4.1.3)

#### Drafting

- Creates original texts [such as journals, posters combining print and art] to communicate and demonstrate understanding of forms and techniques. (2.3.5)
- Prepares organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers. (4.2.5)
- Produce multi-paragraph pieces with a strong lead and an effective summary, parting idea, or satisfying ending

#### Revising

- Participates in developing criteria to respond to own and others' writing and uses the criteria to suggest revisions. (4.2.1)
- Revises for content, organization, and clarity. (4.2.2)
- Writes legibly and uses appropriate formatting and word processing when composing and revising. (4.2.3)
- Selects words, sounds, and images for appropriate connotations, and uses varied sentence lengths and structures [including compound sentences]. (4.2.4)

#### Editing

- Edits to eliminate fragments and run-on sentences. (4.3.1)
- Knows and applies spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predicts the spelling of unfamiliar words using a variety of resources to confirm correctness. (4.3.2)
- Knows how to capitalize and punctuate compound sentences, headings, and titles, and applies these conventions when editing and proofreading. (4.3.3)

#### Publishing & Presenting

- Prepares and shares information on a topic using print, audio-visual, and dramatic forms to engage the audience. (4.4.1). Some expectations in publishing and sharing include:
  - Uses a variety of print characteristics to make the text more accessible to the reader (titles, headings, and subheadings)
  - Includes graphics/illustrations as appropriate to the text.
  - Understands the purposes of publication

Sources: Manitoba Curriculum Framework of Outcomes, 1996 – Grade 5 Specific Outcomes; *The Continuum of Literacy Learning*, Pinnell and Fountas, 2007.