

Grade 5 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
5.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Essential)	HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).	Persuasive
5.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support.	Expository
	HI-4: writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.	Expository
	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length.(e.g., science text chapter, article, book, oral presentations, etc.).	Expository

Grade 5 Writing

<p>5.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)</p>	<p>HI-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.</p>	<p>Narrative</p>
<p>5.W.04 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Essential)</p>	<p>HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.</p>	<p>Narrative</p>
	<p>HI-6: writing a variety of functional text that address audience, stated purpose and context:</p> <ul style="list-style-type: none"> • Letters • Directions • Procedures • Graphs/Tables • Brochures. 	<p>Functional</p>
<p>5.W.05 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>5.W.06 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>		

Grade 5 Writing

<p>5.W.07 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
<p>5.W.08 - 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.</p>	<p>HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).</p>	<p>Expository</p>
<p>5.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.</p>	<p>Research</p>
<p>5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		

Grade 5 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
	HI-1: legibly writing cursive upper and lower case letters of the alphabet.	Penmanship
	HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns.	Spelling
	HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).	Spelling
	HI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	Capitalization
	HI-5: using punctuation for: <ul style="list-style-type: none"> • sentence endings • semi-colons in a series, introductory clauses, dialogue and direct address • quotation marks for dialogue and titles • colons to punctuate business letter salutations • apostrophes to punctuate contractions and plural possessives. 	Punctuation

Grade 5 Writing

	HI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.	Grammar/Parts of Speech
	HI-7: using verb tenses (simple and progressive) in a variety of writing applications	Grammar/Parts of Speech
	HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	Syntax/Sentence Construction
	HI-10: using interrogative sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-11: using exclamatory sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-12: using imperative sentences in a variety of writing applications.	Syntax/Sentence Construction

Grade 5 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
5.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
5.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)		
5.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)		
5.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Essential)	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.	Pre-Writing
5.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	Pre-Writing
	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.	Pre-Writing
	HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.	Drafting

Grade 5 Writing

	HI-4: revising a student draft as a class, in small groups and independently with audience and purpose in mind	Revising
Continued.... 5.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	HI-5: reviewing student drafts for errors in conventions* as a class, in small groups and Independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)	Editing
5.W.06 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	HI-6: publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).	Publishing
5.W.07 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
5.W.08 - 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.		
5.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		

Grade 5 Writing

5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	HI-7: using time management strategies to publish products within a teacher specified period of time.	Publishing
--	---	------------

Grade 5 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 4: The students will integrate elements of effective writing to develop engaging and focused text.		
5.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
5.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)	HI-4: selecting accurate, specific words and figurative language to express ideas with instructional support or resources.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
5.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)	HI-4: selecting accurate, specific words and figurative language to express ideas with instructional support or resources.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
5.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Essential)	HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.	
	HI-3: choosing ideas, words, details and structure that reflect audience and purpose.	
5.W.05 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,		

Grade 5 Writing

editing, rewriting, or trying a new approach.		
5.W.06 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
5.W.07 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
5.W.08 - 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.		
5.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		
5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Grade 5 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.		
5.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
5.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)		
5.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)		
5.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Essential)		
5.W.05 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
5.W.06 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		

Grade 5 Writing

5.W.07 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.	Research
5.W.08 - 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.	HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.	Research
5.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		
5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		