

ASSESSMENT FRAMEWORK

5th Grade

CONTENT AREA: Writing

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <p>Reading and Writing 2-4-5 Criteria for Assessment-6 traits</p> <ol style="list-style-type: none"> 1. Content (st2) 2. Organization (st4) 3. Conventions (st5) 4. Word Choice (st2) 5. Sentence Fluency (st2) 6. Voice (st2) 	<p>GENRE FOCUS: Descriptive/Narrative The student produces descriptive/personal writing on a primary emphasis on:</p> <p>Ideas and content (with) Purpose <i>Main idea matches audience and purpose</i> Writing from experience Connecting personal experience to text <i>Supporting details that express creativity</i></p> <p>Organization (with) Appropriate format <i>Placement of details/text to support topic</i> Clear sequencing <i>Beginning, middle and end</i> A variety of attention getting introductions Effective transitions</p> <p>Sentence fluency (with) <i>A variety of sentence structures with varied length</i></p> <p>Word choice (with) Accurate and precise choice of words Vocabulary that reflects the topic</p> <p>Voice (with) Awareness of audience Voice matches purpose Effective language that engages the reader</p> <p>Conventions (with) Students selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:</p> <p>Grammar</p> <ol style="list-style-type: none"> 1. Subject/predicate 2. linking verbs <p>Paragraph structure</p> <ol style="list-style-type: none"> 1. Use of 4 sentences <p>Punctuation</p> <ol style="list-style-type: none"> 1. capitalization, punctuation beginning and ending 2. commas in a series 3. commas in a letter 4. commas with transitions <p>Sentence construction</p> <ol style="list-style-type: none"> 1. noun, verb review 2. pronouns 3. linking verbs <p>Usage</p> <p>Spelling</p> <ol style="list-style-type: none"> 1. homonyms 2. contractions 	<p>GENRE FOCUS: Persuasion/Expository The student produces persuasive/opinion writing with a primary emphasis on:</p> <p>Word Choice (with) Accurate and precise choice of words Vocabulary that reflects the topic <i>Strong imagery and figurative language where appropriate</i></p> <p>Voice (with) Awareness of audience Voice matches purpose Effective language that engages the reader Appropriate and consistent point of view</p> <p>Organization (with) <i>Paragraphing (beginning, middle and end)</i> Multi-paragraphing essay (introduction, body of support, conclusion) A controlling idea or position that makes a clear and reasonable judgment <i>Supporting arguments, reasons, details or rationale</i> Arranges arguments, reasons, details or rationale in an effective and logical way Effective transitions <i>Conclusion that gives resolution or restatement of main idea and supports</i></p> <p>Ideas and Contents (with) <i>Controlled focused topic</i> Details supporting main idea Integrates information from a variety of sources</p> <p>Includes appropriate information Logical connections drawn between generalizations, insights and specific examples Uses evidence as support</p> <p>Conventions-student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:</p> <p>Grammar Paragraph structure Punctuation Sentence construction</p> <ol style="list-style-type: none"> 1. Sentence starters (modifiers, clauses, phrases, subjects) <ul style="list-style-type: none"> ▪ usage <p>1. irregular verbs Spelling</p>	<p>GENRE FOCUS: Literature forms The student produces literature forms (poetry, free, drama etc.)/ literature responses with a primary emphasis on:</p> <p>Word choice (with) Words that evoke clear images Enriched vocabulary that is rich powerful, varied and detailed <i>Figurative language</i> Sensory details</p> <p>Voice (with) Awareness of audience Self-reflection Effective and rich vocabulary Engages reader Point of view</p> <p>Sentence Fluency (with) <i>A variety of sentence structures with varied lengths and purposes</i> Sentence structures to fit purpose</p> <p>Organization (with) Support (lit. response) from text, other works, authors Establishes plot, point of view, setting, conflict etc. for narratives Develops character for narratives <i>Uses devices such as figurative language, dialogue, concrete or sensory images, poetic forms, etc.</i></p> <p>Conventions- student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:</p> <p>Grammar <i>Paragraph structure</i> Punctuation Sentence construction Usage Spelling</p>	<p>GENRE FOCUS: Expository/ Functional/ Informational The student produces expository/functional writing with a primary emphasis on:</p> <p>Ideas and Content (with) <i>Expository</i> <i>Controlled focused topic</i> <i>Details supporting main idea</i> Integrates information Balanced, thorough exploration of topic Logical connections drawn between generalizations, insights and specific examples <i>Functional (letter writing)</i> Controlled and concise content Carefully selected details Resources provide support Graphics that support text</p> <p>Organization (with) <i>Expository</i> <i>Paragraphing (beginning, middle and end)</i> Multi-paragraphing essay (introduction, body, conclusion) Organization or structure that fits topic (providing facts, analyzing, comparing and contrasting, naming, reports) Effective transitions Clear and logical sequencing Topic sentence(s) Thesis statement <i>A variety of attention getting statements</i> Conclusion that gives resolution or restatement of main idea and supports</p> <p>Word Choice (with) Accurate and precise choice of words Vocabulary that reflects the topic <i>Strong imagery and figurative language where appropriate</i></p> <p>Sentence fluency (with) <i>A variety of sentence structures/lengths</i></p> <p>Voice (with) <i>Expository</i> Awareness of audience voice matches purpose powerful language that engages the reader Appropriate and consistent point of view</p> <p><i>Functional</i> Informative Controlled language Awareness of audience</p>

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				<p>Conventions- student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:</p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Usage Spelling
	<p>Ideas and Content Description Oral Presentation</p>	<p>Speech Word Choice Voice</p> <p>Expository Word Choice Sentence Fluency</p>	<p>Literature Response All six traits</p> <p>Creative Writing Poetry Organization/ Word Choice</p>	<p>Research Report Oral- All six traits</p> <p>Business Letter Brochure or Ad</p>
	District	District	District State CSAP	District
<p>TOPICAL or CURRICULUM ALIGNMENT</p> <p>Ex: Genres and materials (What learning experiences will help students master the benchmarks in this time period?)</p>	<p>Topics: How To? Reports Letters</p>	<p>To back to finished pieces cold and rework one trait at a time. Position statement Multi- paragraph writing</p> <p>Grammar hand books Advertisements Editorials, letters Comparison/ contrast Speeches Internet usage Note card usage</p>	<p>Awareness of types of poetry style</p> <p>Sequence of events 6 traits Inference Familiarity Thesaurus Genres 'nyms' phases</p>	<p>Ads Brochures Letters Debates Real world simulations (Ameritown, Burger King, etc)</p>
<p>COMPETENCIES</p> <p>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</p>	<p>Write or word processing a legible product</p>	<p>Creation of a legible product</p>	<p>Desk top publishing</p>	<p>Research with available materials</p>
<p>INSTRUCTIONAL STRATEGIES</p>	<p>1.7 1.2</p> <p>In addition to what is advanced on the 4th grade item map. Alternate weeks of skill lessons, writing,</p>	<p>To back to finished pieces cold and rework one trait at a time Position Statement Multi-paragraph writing</p>	<p>Awareness of types of poetry style</p> <p>Sequence of events 6 traits Inference</p>	<p>Ads Brochures Letters Debates Real World simulations</p>

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	punctuation, Paragraphs-identify nouns, verbs off of their own papers. Handwriting, Public speaking Oral presentation	Grammar hand books Advertisement Editorials, letters Comparison/contrast Speeches Internet usage Note card usage	Familiarity Thesaurus Genres 'nyms" phases	(Ameritowne, Burger King, etc.)
PERFORMANCE ASSESSMENT Criteria for assessment Criteria: -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validiy of content -Degree of expertise	Oral presentation	Speech	Literature response Creative writing Poetry	Research report
VALIDATION Isolated skill performances, tests,quizzes, etc.	District	District	CSAP District	District