

Fifth Grade Level Writing Map

Grade: 5

Course: 5th Grade Writing






South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Nina Redmond, Lisa Sweazey, Rebecca Crane, Jon DuFour, Tricia Engineri, Liz McCheyne, Nina Redmond, Linda Sugnet, Jon DuFour, Kimberly Lawrence, Liz McCheyne*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Not Shared

Mapping Category	September 2008	October 2008
Theme	<p>Literacy (2 weeks)</p> <p>Nature's Fury (1 week)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Nature's Fury (4 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • "Me" Bag (narrative -- short piece, teacher edit) • Descriptive writing (special place) • Writing sample • Informal writing <ul style="list-style-type: none"> • Compare/Contrast <p> Desc Essay Assign.doc (File size: 20KB.)</p> <ul style="list-style-type: none"> • Recording observations and scientific communication <p><u>Literature Response:</u> (1x per week) Interpret impact of simile/metaphor</p> <p> Give Me a Poem.doc (File size: 61KB.)</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> • Science (identifying fingerprinting) • Math (Math is easy/hard because...) • Social Studies (quick-write -- connect with current event topics (choices)) <p><u>On-Demand Task:</u> Special Places (setting)</p> <p> Setting Task.doc (File size: 49KB.)</p> <p><u>Writing Process:</u></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger", model and introduce</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • DBQ essay format (various topics) • Compare/contrast (in Science -- 4 paragraphs, teacher choice) <p><u>Literature Response:</u> (1x per week)</p> <ul style="list-style-type: none"> • Interpret impact of personification (poetry) • Impact of author's description (journal essay) <p> Journal Entry Nature.doc (File size: 68KB.)</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> • Science (compare two body systems) • Math (compare/contrast operations) • Social Studies (constructed response) <p><u>On-Demand Task:</u> essay (extreme weather experience)</p> <p> Theme 1 Nature's Fury.doc (File size: 38KB.)</p> <p><u>Writing Process:</u></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) use with teacher support</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger", use with teacher support</p> <p><u>Checklists for revising and editing:</u> use with teacher support</p> <p><u>Benchmark for Composition:</u> 5 paragraph essay, minimum of 20 sentences on topic (recognizes and</p>



[Graphic Organizer 5th Grade.doc \(File size: 21KB \)](#)

Checklists for revising and editing: model and introduce



[Descriptive Essay Checklist.doc \(File size: 25KB \)](#)

Benchmark for Composition: 5 paragraph essay, minimum of 20 sentences on topic, includes an introduction and conclusion, descriptive (sensory) details, correct punctuation, capitalization, 90% spelling accuracy

Six Traits of Writing: Organization, Word Choice



[Organization Poster.pdf \(File size: 168KB \)](#)



[Word Choice Poster.pdf \(File size: 169KB \)](#)

(posters source:
http://www.edina.k12.mn.us/concord/teacherlinks/six_traits/sixtraits.html)

uses key words), includes an introduction and conclusion, descriptive (sensory) details, correct punctuation, capitalization, 90% spelling accuracy

Six Traits of Writing: Organization, Ideas, and Content



[Ideas-Content Poster.pdf \(File size: 205KB \)](#)

(poster source:
http://www.edina.k12.mn.us/concord/teacherlinks/six_traits/sixtraits.html)

Skills




Composition Skills:

- use graphic organizers for planning
- use topic sentences for paragraphs
- use thesis statement in introduction
- use the writing process (above)
- write complete sentences
- turn questions into statements
- create titles (alliteration)
- use sensory language
- use descriptive details/words
- consider word choice
- use sentence variety
- use figurative language
- write leads (description of a setting, opinion about a topic)
- write endings (reflection of feelings, summary)
- show paragraphs
- use editing symbols

Note-taking: Notes taken in content areas (limited

Composition Skills:

- use graphic organizers for planning
- use topic sentences for paragraphs
- use thesis statement in introduction
- use the writing process (above)
- use sentence variety
- consider word choice
- focus on topic
- organize
- add details/supporting facts
- construct support
- understand prompt (use key words)
- use bullets in prompt to plan
- find and evaluate information
- use exact nouns
- recognize personification
- write leads (question related to main idea, definition of term used, opinion about a topic)
- write endings (circle back, strong statement)

	<p>to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • begin sentences with a capital letter • capitals for titles • subject/predicate • end punctuation • common nouns • nouns -- singular and plural • verbs -- action words • adjectives • indent paragraphs • use "I" and "me" correctly • possessive -- singular nouns • plural possessive nouns • conjunctions <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>	<ul style="list-style-type: none"> • recognize audience and appropriate tone, voice • turn questions into statements <p><u>Note-taking:</u> Notes taken in content areas (limited to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • compare using good and bad • adverbs • comparing with adverbs • prepositions • prepositional phrases • pronouns • contractions with pronouns • singular/plural nouns • run-ons • exact nouns • adjectives • contractions <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>
<p>Assessment</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Special Place rubric (essay) <p> Descriptive Essay Scoring.doc (File size: 22KB)</p> <ul style="list-style-type: none"> • SCS rubric <p> Writing Rating Grade 5.doc (File size: 36KB)</p> <ul style="list-style-type: none"> • Self-rating on rubric <p>Self-assessment</p> <p> Self-assessment.doc (File size: 21KB)</p> <p>Graded skills work</p> <p>Writing Folder</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Literature response rubric • SED rubric for DBQ • Self-rating on rubric • SCS rubric <p>Self-assessment</p> <p>Graded skills work</p> <p>Writing Folder</p>

Resources		

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Not Shared

Mapping Category	November 2008	December 2008
Theme	<p>Nature's Fury (1 week)</p> <p>Give It All You've Got (2 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Give It All You've Got (3 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> DBQ Essay (teacher choice)(for example: Citizenship DBQ) <p><u>Literature Response:</u> (1x per week) summary (<i>Supergrandpa</i>)</p> <p> Supergrandpa Summary.doc (File size: 29KB)</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (friendly letter - the hazards of smoking) Math (write to explain -- How did you solve this?) Social Studies (constructed response) <p><u>On-Demand Task:</u> essay (important event in your life)</p> <p> Theme 2 Give It All You've Got.doc (File size: 37KB)</p> <p><u>Writing Process:</u></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) independent use</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> Personal narrative/essay (career) <p> Give It All You Got -- Writing Assignment.doc (File size: 20KB)</p> <ul style="list-style-type: none"> Business letter (career) (?) <p><u>Literature Response:</u> (1x per week) connect response to personal experience (teacher choice) quick-write</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (advertisement) -- write labels or captions for graphics Math (Problem-of-the-day explanation) Social Studies (Exploration -- new article) <p><u>On-Demand Task:</u> essay (important event in your life) (continued)</p> <p><u>Writing Process:</u> Independent use</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p> Personal Essay Checklist.doc (File size: 27KB)</p> <p><u>Benchmark for Composition:</u> 5 paragraph essay, minimum of 20 sentences on topic, includes an introduction and conclusion, descriptive (sensory) and supporting details, elaboration, transition sentences, correct punctuation, capitalization, 90% spelling accuracy</p>

	<p><u>Graphic Organizers:</u> stylized, squared "hamburger", independent use</p> <p><u>Checklists for revising and editing:</u> independent use</p> <p><u>Benchmark for Composition:</u> 5 paragraph essay, minimum of 20 sentences on topic, includes an introduction and conclusion, descriptive (sensory) and supporting details, elaboration, correct punctuation, capitalization, 90% spelling accuracy</p> <p><u>Six Traits of Writing:</u> Organization, Ideas/Content</p>	<p><u>Six Traits of Writing:</u> Voice, Fluency</p> <p> Voice Poster.pdf (File size: 203KB)</p> <p> Fluency Poster.pdf (File size: 192KB)</p> <p>(posters source: http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html)</p>
<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • use graphic organizers for planning • use topic sentences for paragraphs • use thesis statement in introduction • use the writing process (above) • consider word choice • focus on topic • find and evaluate information • attention to details • attention to voice, tone, audience • use exact nouns • construct support • write leads (interesting facts, opinion about the topic) • write endings (circle back, strong statement, summary) • add transitions • infuse historical facts <p><u>Note-taking:</u> Notes taken in content areas (limited to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • preplan by brainstorming or free write • use graphic organizers for planning • use topic sentences for paragraphs • use thesis statement in introduction • use the writing process (above) • vary sentence structure and length • combine sentences • attention to voice, tone, audience • use exact nouns • understand and use the format of a business letter • write leads (figurative language, simile/metaphor, question related to main idea, opinion about a topic, personal experience related to the topic) • write endings (review previous, add feelings) <p><u>Note-taking:</u> Notes taken in content areas (limited to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • commas in direct address • capitalize people and places • commas in places • commas in introductory phrase • using "I" and "me" • using "we" and "us" • abbreviations • using "teach, learn, let, leave, sit, set, can, may" • proper nouns • compound sentences • punctuate a business letter correctly (use a colon)

	<p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • writing dates • writing time • commas in direct address • capitalize people and places • commas in places • commas in introductory phrase • special nouns • possessives -- singular and plural • action verbs <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>	<ul style="list-style-type: none"> • review conjunctions • homophones <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>
<p>Assessment</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • SED rubric for DBQ • SSCS rubric • Self-rating on rubric <p>Self-assessment</p> <p>Graded skills work</p> <p><u>Theme Test:</u> Nature's Fury</p> <p> HM Theme Test 1 Nature's Fury Planning Page.doc (File size: 22KB)</p> <p> HM Theme Test 1 Nature's Fury Prompt.doc (File size: 32KB)</p> <p> Proofreading Checklist[1].doc (File size: 37KB)</p> <p> Theme Test Rewrites[1].doc (File size: 35KB)</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Personal essay (career) rubric <p> Pers Essay Scoring.doc (File size: 22KB)</p> <ul style="list-style-type: none"> • SSCS rubric • Self-rating on rubric <p>Self-assessment</p> <p> Pers Es Self-assessment.doc (File size: 21KB)</p> <p>Graded skills work</p> <p><u>Theme Test:</u> Give It All You've Got</p> <p> HM Theme Test 2 Give It Planning Page.doc (File size: 22KB)</p> <p> HM Theme Test 2 Give It Prompt.doc (File size: 35KB)</p> <p>Writing folder</p>

	 Theme Test Rewrites[1].doc (File size: 34KB) Writing Folder	
Resources		

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Not Shared

Mapping Category	January 2009	February 2009
Theme	<p>Voices of the Revolution (4 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Voices of the Revolution (2 weeks)</p> <p>Person to Person (1 week)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> Creative writing with character sketch <p>Literature Response: (1x per week) Impact of rhythm and rhyme (poetry)</p> <p>Journal Writing: (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (compare/contrast) Math (letter to a friend explaining...) Social Studies (3 things learned in Soc St) <p>On-Demand Task: essay (based on letter from important person in the Revolutionary War)</p> <p>Writing Process: done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p>Benchmark for Composition: 5 paragraph essay, minimum of 20 sentences on topic, includes a clear introduction and effective conclusion, thesis sentence, topic sentences, descriptive (sensory) and supporting details, elaboration, transition sentences, correct punctuation, capitalization, 90% spelling accuracy</p> <p>Six Traits of Writing: Word Choice, Conventions</p> <p> Conventions Poster.pdf (File size: 235KB) (poster source: http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html)</p>	<p>Genre:</p> <ul style="list-style-type: none"> Expository writing (How-to Paragraph) Character sketch developed into a story <p>Literature Response: (1x per week) "Voices of the Revolution" (characters and conflict)</p> <p> Voices of the Revolution Jnl.doc (File size: 39KB)</p> <p>Journal Writing: (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (business letter -- noise pollution) Math (how-to) Social Studies (My favorite part of Social Studies learning today) <p>On-Demand Task: 5 paragraph essay (3 most significant causes of the Revolutionary War)</p> <p>Writing Process: done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p>Benchmark for Composition:</p>

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Not Shared

Mapping Category	March 2009	April 2009
Theme	<p>Person to Person (4 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>One Land, Many Trails (3 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> Personal narrative (first person account -- teacher's choice) <p> Pers Writing Assignment.doc (File size: 60KB)</p> <p><u>Literature Response:</u> (1x per week)</p> <ul style="list-style-type: none"> Compare/contrast (on-demand) -- "Ursula and Gizmo" Character relationship <p> Person to person journal entry[1].doc (File size: 27KB)</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (compare/contrast 2 energy sources) Math (riddle writing - geometry) Social Studies (bias -- loyalist vs. patriot) <p><u>On-Demand Task:</u> Letter to favorite author about favorite book</p> <p> Theme 4 Person to Person.doc (File size: 37KB)</p> <p><u>Writing Process:</u> done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> Research Report <p><u>Literature Response:</u> (1x per week) sensory language (poetry)</p> <p><u>Journal Writing:</u> (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> Science (cause/effect) Math (How-to -- fractions) Social Studies (prediction: How laws are made) <p><u>On-Demand Task:</u> essay (Science fiction -- future travel)</p> <p> Theme 5 One Land, Many Trails.doc (File size: 38KB)</p> <p><u>Writing Process:</u> done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p><u>Benchmark for Composition:</u> Well-planned and sequenced 5 paragraph essay, minimum of 20 sentences on topic, includes a clear introduction and effective conclusion, thesis sentence, topic sentences, descriptive (sensory) and supporting details, elaboration, transition sentences, specific language, correct punctuation, capitalization, 90% spelling accuracy</p> <p><u>Six Traits of Writing:</u> Ideas/Content, Organization</p>



[Pers Writing Checklist.doc \(File size: 24KB \)](#)

Benchmark for Composition: Well-sequenced 5 paragraph essay, minimum of 20 sentences on topic, includes a clear introduction and effective conclusion, thesis sentence, topic sentences, descriptive (sensory) and supporting details, elaboration, transition sentences, specific language, correct punctuation, capitalization, 90% spelling accuracy

Six Traits of Writing: Ideas/Content, Conventions

Skills

Composition Skills:

- use graphic organizers for planning
- use topic sentences for paragraphs
- use thesis statement in introduction
- use the writing process (above)
- use exact nouns, verbs
- write leads (dialogue)
- write endings (review)
- write dialogue
- review compare/contrast

Note-taking: Notes taken in content areas (limited to key points, paraphrasing)

Reference Materials: dictionary, spelling word finder, thesaurus, word wall (teacher's choice)

Grammar/Usage/Mechanics:

- review prior skills
- past tense
- future tense
- present tense
- subject verb agreement
- direct objects
- interjections
- helping verbs
- linking verbs
- verb tense
- adjectives
- using "I" and "me"
- using "we" and "us"
- adverbs

*Word Processing (minimum 2 pieces per year)

DLP/DOL: (teacher choice -- as related to above skills)

Composition Skills:





- use graphic organizers for planning
- use topic sentences for paragraphs
- use thesis statement in introduction
- use the writing process (above)
- use exact nouns, verbs
- write leads (riddle)
- write endings (review)
- use pronouns correctly
- add sensory language
- use adverbs to expand sentences
- attention to voice
- write thesis and topic sentences
- find and evaluate information
- take notes
- use what's important
- consider audience
- cite sources (3): title, author, copyright, URL. page

Note-taking: Notes taken in content areas (limited to key points, paraphrasing)

Reference Materials: dictionary, spelling word finder, thesaurus, word wall (teacher's choice)

Grammar/Usage/Mechanics:

- review prior skills
- review indenting paragraphs
- capitalization for title
- compound sentences
- commas in a compound sentence
- conjunctions
- commas in a series
- capitalization people and places
- correcting run-ons
- review correcting sentence fragments
- double subjects
- using quotations
-

		<p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>
<p>Assessment</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Personal Narrative rubric (first-person account) <p> First Pers Narr Scoring.doc (File size: 22KB)</p> <ul style="list-style-type: none"> • Self-rating on rubric • Compare/contrast rubric (Ursula and Gizmo) <p>Self-assessment</p> <p> Pers Self-assessment.doc (File size: 21KB)</p> <p>Graded skills work</p> <p><u>Theme Test:</u> Person to Person</p> <p> HM Theme Test 4 Person to Pers Planning Page.doc (File size: 20KB)</p> <p> HM Theme Test 4 Person to Person Prompt.doc (File size: 36KB)</p>	<p>(Research)</p> <p>Graded skills work</p>
<p>Resources</p>		

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Not Shared

Mapping Category	May 2009	June 2009
Theme	One Land, Many Trails (2 weeks) Animal Encounters (2 weeks) Suggested time spent writing weekly: 225 minutes	Animal Encounters (2 weeks) Suggested time spent writing weekly: 225 minutes

<p>Content</p>	<p>Genre:</p> <ul style="list-style-type: none"> • Research Report (con't) <ul style="list-style-type: none"> • Persuasive Letter or Essay <p> Persuasive Writing Assignment.doc (File size: 264KB)</p> <p>Literature Response: (1x per week)</p> <ul style="list-style-type: none"> • character transformation ("A Boy Called Slow") <ul style="list-style-type: none"> • survival challenges <p> One Land Journal Entry2[1].doc (File size: 32KB)</p> <p>Journal Writing: (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> • Science (song verse: ocean habitat) • Math (test-taking strategies) • Social Studies (diary entry -- westward movement) <p>On-Demand Task: (teacher choice, only if time)</p> <p>Writing Process: done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p> Persuasive Essay Checklist.doc (File size: 27KB)</p> <p>Benchmark for Composition: Well-planned five paragraph essay, minimum of 20 sentences on topic, includes a clear introduction/conclusion, transition sentences, elaboration specific language, description, details, correct punctuation, capitalization, 90% spelling accuracy</p> <p>Six Traits of Writing: Ideas/Content, Voice</p>	<p>Genre:</p> <ul style="list-style-type: none"> • Persuasive Letter or Essay <p>Literature Response: (1x per week) describe relationship between character and animal</p> <p> Animal Encounters journal entry[1].doc (File size: 136KB)</p> <p>Journal Writing: (content or personal 4x per week, 1x per week each content area)</p> <ul style="list-style-type: none"> • Science (3 significant learning this year) • Math (3 significant learning this year) • Social Studies (3 significant learning this year) <p>On-Demand Task: Animal Encounters -- best pet</p> <p> Theme 6 Animal Encounters.doc (File size: 38KB)</p> <p>Writing Process: done independently</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit) model and introduce</p> <p><u>Graphic Organizers:</u> stylized, squared "hamburger"</p> <p><u>Checklists for revising and editing:</u></p> <p>Benchmark for Composition: Well-planned five paragraph essay, minimum of 20 sentences on topic, includes a clear introduction/conclusion, transition sentences, elaboration specific language, description, details, correct punctuation, capitalization, 90% spelling accuracy</p> <p>Six Traits of Writing: Fluency, Voice</p>
<p>Skills</p>	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizers for planning • use topic sentences for paragraphs • use thesis statement in introduction • use the writing process (above) • use exact nouns, verbs • use prepositional phrases • attention to voice 	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizers for planning • use topic sentences for paragraphs • use thesis statement in introduction • use the writing process (above) • use exact nouns, verbs • use preposition phrases • write leads (review)

	<ul style="list-style-type: none"> • write thesis and topic sentences • find and evaluate information • take notes • use what's important • consider audience • state opinion -- constructs support • state reasons/answer objections • write leads (riddle) • write endings (review, summary) <p><u>Note-taking:</u> Notes taken in content areas (limited to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subject/verb agreement • proper nouns • special plural nouns • contractions • adverbs • exact adverbs • comparing with adverbs • possessive pronouns <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>	<ul style="list-style-type: none"> • write endings (review) <p><u>Note-taking:</u> Notes taken in content areas (limited to key points, paraphrasing)</p> <p><u>Reference Materials:</u> dictionary, spelling word finder, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • use "teach, learn, let, leave, sit, et, can, may" • proper nouns • negatives • double subjects • prepositions • prepositional phrases • fragments • run-ons <p>*Word Processing (minimum 2 pieces per year)</p> <p><u>DLP/DOL:</u> (teacher choice -- as related to above skills)</p>
<p>Assessment</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Research Paper rubric • Self-rating on rubric • Persuasive Essay rubric <p> Persuasive Essay Scoring.doc (File size: 22KB)</p> <ul style="list-style-type: none"> • SCS rubric • SED DBQ rubric <p>Self-assessment</p> <p> Persuasive Self-assessment.doc (File size: 20KB)</p> <p>Graded skills work</p> <p><u>Theme Test:</u> One Land Many Trails</p>	<p><u>Rubrics:</u></p> <ul style="list-style-type: none"> • Research Paper rubric • SCS rubric • Self-rating on rubric • Persuasive Essay rubric <p> Persuasive Essay Scoring.doc (File size: 22KB)</p> <ul style="list-style-type: none"> • SED DBQ rubric <p>Self-assessment</p> <p> Persuasive Self- assessment.doc (File size: 20KB)</p> <p>Graded skills work</p>

	 HM Theme Test 5 One Land Planning Page.doc (File size: 20KB)  HM Theme Test 5 One Land Prompt.doc (File size: 37KB) TONYSS Writing folder	Theme test only if time:  HM Theme Test 6 Animal Encounters Planning Page.doc (File size: 20KB)  HM Theme Test 6 Animal Encounters Prompt.doc (File size: 36KB) Writing folder
Resources		