

Grade 5 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

- E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;
- E2a.7:** provides a sense of closure to the writing.

Examples of reports include:

- An informative report.*
- An attribute book (a book on a single subject not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”).*
- A chapter book.*
- A Power Point presentation using research gained from print and other media sources.*

E2b: The student produces a response to literature that:

- E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book review.*
- A parody.*
- A literary analysis paper.*
- A comparison of a children’s literary classic with a televised version of the same work.*
- A brochure.*

- A journal.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue and tension or suspense;
- E2c.8:** provides a sense of closure to the writing.

Examples of narrative accounts include:

- An autobiographical account.*
- An imaginative story.*
- A fiction or non-fiction story.*
- A narrative picture book.*
- A retelling of a traditional story from an alternative point of view, e.g., a tall tale.*

E2d: The student produces a narrative procedure that:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*

- ❑ *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- ❑ *A how to report to accompany a board game.*
- ❑ *A set of procedures for accessing information in the library.*
- ❑ *A rewrite of video game instructions for a younger reader.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates reader concerns and counter-arguments;

E2e.7: provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *An account of a rating given to a product or policy.*
- ❑ *A letter to an official to support an opinion.*
- ❑ *A speech for a student running for a school office.*
- ❑ *A Power Point presentation based on a text read.*
- ❑ *An advertisement.*
- ❑ *A commercial script.*