|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5th Grade Writing – Planning Tool** | | | | | | | | | | | | | | | | | | | | | |
| Collaborators: | | | | | | | | | Academic Year: | | | | | | | | | | | | |
| *This planning tool can be used by collaborating teachers across a given school year or term to help insure full implementation of the Iowa Core Content Standards into their classroom instructional and assessment activities.* *Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the standards and the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing the impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.*  ***Effective implementation of the Iowa Core is not a simple checklist. Implementation requires that educators strategically and systematically address the knowledge and skills being taught, engage in collaboration around the use of effective instructional practices and materials and develop activities to elicit evidence of student learning that match the level of rigor called for in the standards.*** | | | | | | | | | | | | | | | | | | | | | |
| **Writing Skill** | **Aug.** | | **Sept.** | | **Oct.** | | **Nov.** | | | **Dec.** | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** | |
| **Text Types and Purposes** | | | | | | | | | | | | | | | | | | | | | |
| 1. **Write** opinion pieces on topics or texts, supporting a point of view with reasons and information. **(W.5.1.)(DOK 3,4)** | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Introduce** a topic or text clearly, **state** an opinion, and **create** an organizational structure in which ideas are logically grouped to support the writer’s purpose. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Provide** logically ordered reasons that are supported by facts and details. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Link** opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Provide** a concluding statement or section related to the opinion presented. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Write** informative/explanatory texts to examine a topic and convey ideas and information clearly. **(W.5.2.)(DOK 3,4)** | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Introduce** a topic clearly, **provide** a general observation and focus, and **group** related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Link** ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
|  | | **Aug.** | | **Sept.** | | **Oct.** | | **Nov.** | | | **Dec.** | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** |
| 1. **Provide** a concluding statement or section related to the information or explanation presented. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **(W.5.3.)(DOK 3,4)** | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Orient** the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** narrative techniques, such as dialogue, description, and pacing, to **develop** experiences and events or **show** the responses of characters to situations. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** a variety of transitional words, phrases, and clauses to **manage** the sequence of events. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** concrete words and phrases and sensory details to **convey** experiences and events precisely. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Provide** a conclusion that follows from the narrated experiences or events. | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Production and Distribution of Writing** | | | | | | | | | | | | | | | | | | | | | |
| 1. **Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(W.5.4.)(DOK 3,4)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. With guidance and support from peers and adults, **develop** and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) **(W.5.5.)(DOK 1,2,3,4)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. 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. **(W.5.6.)(DOK 1,2)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Aug.** | **Sept.** | **Oct.** | **Nov.** | **Dec.** | **Jan.** | **Feb.** | **Mar.** | **Apr.** | **May** |
| **Research to Build and Present Knowledge** | | | | | | | | | | |
| 1. **Conduct** short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **(W.5.7.)(DOK 3,4)** |  |  |  |  |  |  |  |  |  |  |
| 1. **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. **(W.5.8.)(DOK 1,2)** |  |  |  |  |  |  |  |  |  |  |
| 1. **Draw** evidence from literary or informational texts to support analysis, reflection, and research. **(W.5.9.)(DOK 2,3)** | | | | | | | | | | |
| * 1. **Apply** *grade 5 Reading standards* to literature (e.g., "**Compare and contrast** two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |  |  |  |  |  |  |  |  |  |  |
| 1. **Apply** *grade 5 Reading standards* to informational texts (e.g., "**Explain** how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |  |  |  |  |  |  |  |  |  |  |
| **Range of Writing** | | | | | | | | | | |
| 1. **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. **(W.5.10.)(DOK 2,3,4)** |  |  |  |  |  |  |  |  |  |  |

**Language Arts Depth-Of-Knowledge Definitions - Writing**

|  |
| --- |
|  |
| ***Level 1 Recall of Information***  Level 1 requires the student to write or recite simple facts. This writing or recitation does **not** include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are **expected** to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do **not** constitute all of Level 1 performance are: |

* Use punctuation marks correctly.
* Identify Standard English grammatical structures and refer to resources for correction.

|  |
| --- |
|  |
| ***Level 2 Basic Reasoning***  Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do **not** constitute all of Level 2 performance are: |

* Construct compound sentences.
* Use simple organizational strategies to structure written work.
* Write summaries that contain the main idea of the reading selection and pertinent details.

|  |
| --- |
|  |
| ***Level 3 Complex Reasoning***  Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do **not** constitute all of Level 3 performance are: |

* Support ideas with details and examples.
* Use voice appropriate to the purpose and audience.
* Edit writing to produce a logical progression of ideas.

|  |
| --- |
|  |
| ***Level 4 Extended Reasoning***  Higher-level thinking is central to Level 4. The standard at this level is a multi- paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does **not** constitute all of Level 4 performance is: |

* Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.