

# THE CREEK

INDIAN CREEK SCHOOLS

## 5th Grade Writing

### Quarter 1

#### **Mastered:**

**5.W.1:** Write persuasive/opinion compositions in a variety of forms

- a. Clearly present a position in an introductory statement to an identified audience.
- c. Use an organizational structure to group related ideas that support the purpose.
- d. Use language appropriate for the identified audience.
- e. Connect reasons to the position using words, phrases, and clauses.
- f. Provide a concluding statement or section related to the position presented (E)

**5.W.6:** Demonstrate command of English grammar and usage, focusing on:

- a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
- b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)

**5.W.7** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

- a. Capitalization – Applying correct usage of capitalization in writing.
- b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)

### Quarter 2

#### **Mastered:**

**5.W.2:** Write informative compositions on a variety of topics that:

- a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.
- c. Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension.
- e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- f. Provide a concluding statement or section related to the information or explanation presented. (E)

**5.W.5** Conduct research assignments and tasks on a topic.

- a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- b. Identify and acquire information through reliable primary and secondary sources.
- c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia).
- e. Present the research information, choosing from a variety of sources. (E)

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- b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the

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sentence.

c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)

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c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)

## Quarter 3

### **Mastered:**

**5.W.3:** Write narrative compositions in a variety of forms that:

a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).

b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.

c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

d. Use precise and expressive vocabulary and figurative language for effect.

e. Provide an ending that follows from the narrated experiences or events. (E)

**5.W.6:** Demonstrate command of English grammar and usage, focusing on:

a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)

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a. Capitalization – Applying correct usage of capitalization in writing.

b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)

## Quarter 4

### **Mastered:**

**Review of 5.W.1, 5.W.2, and 5.W.3** (previously mastered in Quarter 1, 2, and 3)

**5.W.6:** Demonstrate command of English grammar and usage, focusing on:

a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)

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c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)