

Fifth Grade Writing

Guidance for Scope and Sequence Development



Fifth Grade Writing: Information for Scope and Sequence Development

Fifth grade requires writing on six different types of writing to meet the Standards and prepare for PARCC.

The first three types (listed below) give students opportunities to revise, edit and publish. PARCC tasks (the last three listed below) are viewed as impromptu essays and will most likely not be as polished as responses written over longer periods of time. Since students are given significant amount of time to complete the tasks, students should make every effort to edit and polish their writing to some degree.

The bottom 3 types of writing are how students will be assessed on the PARCC assessment (given after 75% of the year's instruction)*.

	Writing Task	Description	Notes
#1	Opinion Writing Reviews Essays, Reports, etc...	Students should write opinions on topics or texts, supporting a point of view with reasons and information.	The writing types described here are writings that take place over multiple days or time frames. The rubrics used for these types of writing ask students to use the entire writing process. Some options for a rubric can be found at www.ilwritingmatters.org/fifth-grade.html .
#2	Informative Explanatory Writing Research Papers Reports, Essays Paragraphs, "How To" writing, etc..	Students should write Informative/explanatory texts to examine a topic and convey ideas and information clearly. There are slight differences between informative and explanatory writing. Informative writing educates readers by imparting straightforward information and facts, but never personal opinions Explanatory writing imparts information, shares ideas and provides explanations and evidence.	
#3	Narrative Writing Creative Writing. Poetry Stories, etc...	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
#4	*PARCC Literary Analysis Task (LAT) <i>Combination of informative/explanatory writing and opinion writing.</i>	Students will read literature selections, answer a series of questions from each text and synthesize in order to write to the provided prompt.	These tasks are writing to show reading comprehension tasks. Student's writings must show comprehension of key ideas and details as well as written expression and knowledge of language and conventions. The PARCC Writing Rubrics should be used to evaluate these writing tasks. These rubrics can be found at www.ilwritingmatters.org/fifth-grade.html Choose PARCC Resources to view the rubrics as well as a practice tests and other PARCC tools.
#5	*PARCC Research Simulation Task (RST) <i>Possible combination of informative/explanatory writing and opinion writing.</i>	Students will analyze an informational topic presented through several articles or multimedia stimuli. The first text will be an anchor text that introduces the topic. Students will engage with texts, answer a series of questions from each text and synthesize the information from these sources in order to write two analytic essays.	
#6	*PARCC Narrative Tasks (NT) <i>Writing a narrative.</i>	After reading a literary or informational selection, students will be asked to respond in writing to a prompt that asks them to continue a narrative story or write a narrative description.	

Plan a scope and sequence to include all writing necessary in the fifth grade school year. For example:

Sample

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Place the number of the above tasks that will be performed by students in each quarter.

Literary Analysis Task (LAT) – A PARCC Task

The Literary Analysis Task will have students analyze multiple texts and synthesize their findings in essay form.

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

“Today you will read and think about the passage from the (novel, story, fable, or other) titled _____ and the (novel, story, fable, or other) _____. As you read these texts, you will gather information and answer questions about _____ (the question will tie back to the reading standards) so you can write an essay.

Possible Prompt Topics Taken from PARCC’s Task Generation Models

- Influence of narrator’s or speaker’s point of view (RL. 1 & 6)
- Central idea/lesson of literature (RL. 1 & 2)
- Comparison of character(s), setting(s), or event(s) (RL. 1 & 3)
- Comparing themes and topics (RL. 1 & 9)
- Analysis of visual and multimedia elements (RL. 1 & 7)

The question prompt ties back to the reading standards.

After they have read and answered questions, the 2nd part of the prompt may read something like this:

You have read the passages from _____ and _____.” Write an essay that _____ (relates back to the question at the beginning in the first part). Support responses with evidence from each source and explain the evidence.

Classroom
Sample

Write an essay describing how each narrator’s point of view influenced how these events are described. Be sure to use details from both stories.

Ideas to Prepare Students for This Task

The PARCC Assessment will provide accommodations for all students with a number of accessibility features. Some features include electronic highlighting, use of blank sheet(s) of paper to take notes as they read, etc... For details about accessibility features for all students go to the PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL, Table 1, p. 22-25. <http://www.parcconline.org/assessments/accessibility/manual>

PARCC
Tip

- Model how to work through a writing task(s). Demonstrate step by step how students should read the bold print before the passage. Students may use a blank sheet of paper or other highlighting tool to note when they find evidence that will help answer the writing task. Allow students opportunities to mimic these tasks in the classroom.
- Engage students in guided practice and allow for peer collaboration when new, more complex tasks such as writing to the prompt are practiced.

Research Simulation Task (RST) – A PARCC Task

The Research Simulation Task will have students analyze multiple texts and synthesize their findings in essay form. ***This task is perfect to do with social studies or science lessons.***

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

Today you will research _____ and consider texts and/or videos to support different purposes. First you will read a passage that _____. Next, you will watch a video clip about _____. Finally, you will read a text that explains how _____. As you review these sources, think about _____. (The question will tie back to the reading standards.)

Possible Prompt Topics Taken from PARCC’s Task Generation Models

- Analyzing the relationship between a series of concepts (RI. 1,3, & 9)
- Analyzing the role of illustrations (RI. 1, 7, & 9)
- Analyzing multiple accounts (RI. 1, 6, & 9)
- Analyzing author’s use of evidence (RI. 1, 2, & 8)

The question prompt ties back to the reading standards.

After they have read and answered questions, the 2nd part of the prompt may read something like this:

“You have learned about _____ by reading two documents, _____ and _____, and viewing a video clip titled _____. Write an essay that _____ (relates back to the question asked in the 1st part). Support responses with evidence from each source and explain the evidence.

Classroom Sample

Compare how the articles by Lauren Tarshis and Dylan deNapoli and the video describe the penguin rescue efforts after oil spills. Support your essay with information from all three sources.

Preparing Students for this Task

- Model how to work through a writing task(s). Demonstrate step by step how students should read the bold print before the passage. Students may use a blank sheet of paper or other highlighting tool to note when they find evidence that will help answer the writing task. Allow students opportunities to mimic these tasks in the classroom.
- Students can also use the blank sheet of paper to create a graphic such as the one below to take notes on as they read. Students are allowed to use a blank sheet of paper during the PARCC assessment if desired.



	Text 1	Text 2	Video
Key Information			

Narrative Task (NT) – A PARCC Task

The narrative task will either focus on a

- Narrative Story where students will
 - Read a literary text
 - Respond to 5 EBSR (Evidence Based Student Response) or TECR (Technology Enhanced Student Response) questions aligned to the standards.
 - Write to a prompt that will measure any combination of RL and RI standards 1, 2, 3, 4, 5, 7 or 9.
- Narrative Description where students will
 - Read an informational text
 - Respond to 5 EBSR (Evidence Based Student Response) or TECR (Technology Enhanced Student Response) questions aligned to the standards.
 - Write to a prompt that will measure any combination of RI standards 1, 2, 3, 4, 5, 7, or 9.

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

Today you will read a passage from a story or informational text titled _____. As you read, pay close attention to _____ (students will be looking at a specific skill that ties back to the reading standards) to prepare to write _____. (Students will be told what the writing target is before they read.)

After they have read and answered questions, the 2nd part of the prompt may read something like this:

Classroom
Sample

Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.



Preparing Students for this Task:

- Students will benefit from reading the bold print directive above the passage. This directive will tell students what they are to pay close attention to when they read.
- PARCC will provide accommodations for all students. The PARCC assessment provides students a number of accessibility features for all students. Some features include electronic highlighting, use of blank sheet(s) of paper to take notes as they read, etc... For details about accessibility features for all students go to the PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL, Table 1, p. 22-25. <http://www.parcconline.org/assessments/accessibility/manual>
- Make sure students can identify key elements in a story. Any element that is a part of the standards will be reflected in questions and/or writing prompt. Check the 5th grade New Illinois Reading Literature Standards for the key elements students are expected to know.

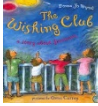

PARCC
Tip




Steps for Designing PARCC Writing Tasks

1. Determine anchor text for students to read that introduces the topic you want them to write about. Use the content you are currently teaching.
2. Find coordinating texts/multimedia to accompany the anchor text. *For example:*



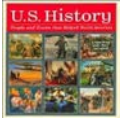
Literacy Analysis Task (LAT) #4 Type of Writing	Anchor Text  Novel Segment	+	Coordinating Text  Poem	
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The types of texts mentioned in literature standard #2 for 5th grade are additional texts that may appear on the PARCC Assessment.

Literacy Analysis Task (LAT) #4 Type of Writing	Anchor Text  Story Segment	+	Coordinating Text  Folktale	
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Research Simulation Task (RST) #5 Type of Writing	Anchor Text  Textbook Segment	+	Coordinating Text  Article	+	Coordinating Text  Video
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OR

Research Simulation Task (RST) #5 Type of Writing	Anchor Text  Article	+	Coordinating Text  Primary Source	+	Coordinating Text  Textbook Segment
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Narrative Task (NT) #5 Type of Writing	Anchor Text  Novel Segment
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3. Develop questions for each text using the reading standards and evidence tables for 5th grade. Question Guidance: <http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions>.
4. Create a culminating writing prompt in which students compare and synthesize ideas across texts. The reading standards/evidence tables should be used to develop the question.
5. Use the PARCC Rubrics to evaluate student writing. https://prc.parcconline.org/system/files/Grade%204-5%20Rubric%20Final_July%202015.pdf

Resources for Developing Practice PARCC Writing Tasks

- Use the PARCC writing rubrics to score student responses. This helps clarify the criteria needed for a successful writing task as well as the thinking behind the PARCC scoring process.
- See the PARCC Practice Tests for samples of the PARCC writing tasks. Go to www.ilwritingmatters.org/fifth-grade.html and click on PARCC resources.
- Current Textbooks or Series
 - Basal Alignment Project – Free, teacher-developed Common Core-aligned lessons for Basal reading series in grades 3-5. These lessons can be used immediately in the classroom and for professional development. Hundreds of teachers worked collaboratively to develop these materials, following deep training on the Common Core by Student Achievement Partners. Each lesson has been authored, edited, and reviewed by a team of teachers. Each lesson gives a sample writing task with prompt.
 - <http://achievethecore.org/page/527/basal-alignment-project-lessons-grade-5-list-pg>
- To develop writing tasks, teachers need to have access to grade level texts. This can come in the form of any of number resources found in the classroom. See the following resources for possible texts.

Internet Resources for Text

- Readworks – www.readworks.org
ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, **for free**, to be shared broadly.
- TextProject – www.textproject.org
This website has high-quality student texts and teacher guides that are all available for free download. There are texts for students, vocabulary lessons and lists, professional development modules and videos - a world of open-access resources for teachers.
- Newsela – www.newsela.com
Newsela is a free resource that presents articles on a range of topics such as: War and Peace, Science, Kids, Money, Law, Health, Arts, and Sports. Filter your search by grade level, reading standard, and whether a quiz has been designed for the article. The system enables you to convert the articles into higher or lower Lexiles so you can use them with any grade from 3-12.
- American Folklore – www.americanfolklore.net
This site offers the text for a number of different folktales for use in the classroom. American Folklore features retold folktales from all 50 states.
- Library of Congress - <http://www.loc.gov/teachers/>
The Library of Congress offers classroom materials to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.
5th Grade Primary Source Information:
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=5&su=Language+Arts&loid=none&formLocation=homepage>

What are Evidence Tables? They were created to guide the development of the summative assessment. The Evidence Tables describe the knowledge and skills that an assessment item or a task elicits from students. They can also be used to guide the development of local curriculum, instruction, and assessment. <https://prc.parcconline.org/library/gr3-11-ela-evidence-tables-reading>

Grade: 5 Evidence Table: Reading Literature	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Demonstrates student's ability to quote or reference from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1) ¹
RL 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1) Provides a summary of the text. (2)
RL 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1) Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. (2) Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. (3)
RL 5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Provides an explanation of how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. (1)
RL 6: Describe how a narrator's or speaker's point of view influences how events are described.	Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)
RL 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (1) Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (2)
RL 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (1)

Grade: 5 Evidence Table: Reading Information	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Demonstrates the ability to quote from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1) ²
RI 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Provides a statement of two or more main ideas of a text. (1) Provides an explanation of how two or more main ideas are supported by key details. (2) Provides a summary of the text. (3)
RI 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. (1) Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. (2) Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text. (3)
RI 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)
RI 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Provides an analysis of multiple accounts of the same event , noting important similarities and/or differences in the point of view they represent. (1) Provides an analysis of multiple accounts of the same topic , noting important similarities and/or differences in the point of view they represent. (2)
RI 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)
RI 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Provides an explanation of how an author uses reasons to support particular points in a text. (1) Provides an explanation of how an author uses evidence to support particular points in a text. (2) Identifies which reasons and/or evidence support which points. (3)
RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Provides a statement that integrates information from several texts on the same topic. (1)

Grade: 5 Evidence Table: Vocabulary	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area. (1) Demonstrates the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area. (2)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (1) FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (2)
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Demonstrates the ability to determine the meaning of simple similes and metaphors in context . (1) Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs . (2) FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (3)
L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)