CONNECTING THE COMMON CORE GEORGIA PERFORMANCE STANDARDS AND THE GEORGIA GRADE 5 WRITING ASSESSMENT

CCGPS

Common Core Georgia Performance Standards

GRADE 5

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"Making Education Work for All Georgians"

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Overview

The Common Core Georgia Performance Standards (CCGPS) were fully implemented in Georgia's English Language Arts (ELA) classrooms beginning in August 2012. This resource is intended to make explicit the connections between the Common Core Georgia Performance Standards for writing and the current Georgia Grade 5 Writing Assessment program. The Georgia Grade 5 Writing Assessment will maintain its current format utilizing an on-demand prompt that, in the Grade 5 assessment, will be either persuasive, informational, or narrative. The rubric developed in the fall of 2007 will continue to be used. The skills assessed are universal and are required in both GPS and CCGPS: the development of strong controlling ideas, organization, style, sentence fluency, usage, and mechanics. These are elements characteristic of all effective writing rubrics, including those for the Georgia Writing Assessments in grades 3, 5, 8, and 11.

By using this guide to focus CCGPS-based instruction in writing on the specific performance aspects of the Grade 5 Writing Assessment, students will be prepared not only to meet expectations on the Grade 5 Writing Assessment but also to successfully transition to future assessments.

While the performance demands and fundamental definitions of informational and persuasive writing will remain unchanged in the transition from GPS to CCGPS, the CCGPS does take these writing genres a step further. When writing opinion pieces to persuade, students are required to support claims with facts and details, and such support is strengthened when based on research and informational texts. When writing informational pieces, students are required to draw information from literary texts. The CCGPS requirement to tie writing and reading texts together represent a significant step forward in the rigor and academic relevance of these writing tasks. The elements of narrative writing expected to be demonstrated by fifth grade students in GPS will remain relatively unchanged in CCGPS, focusing on establishment of plot, development of character, use of effective transitions, and strategies such as dialogue or flashback. Given the increasing staircase of complexity in the transition from the GPS-based extemporaneous writing assessment to a CCGPS text-based analytical writing assessment (focusing on the "why" and the "how" instead of the "what"), it is clear that extemporaneous writing in all genres can serve both as an effective foundational exercise for text-based analytical writing and as a useful formative assessment. Students who are exposed to an evidence-based writing curriculum in both the opinion and expository genres will bring more and better evidence from their own background knowledge to the Grade 5 Writing Assessment and will be well-positioned for future writing experiences.

Glossary of Terms

For clarity in all aspects of the writing process we are providing a short compendium of terms as they are defined by the CCGPS:

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting.*

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Formal English – See *standard English*

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech.

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment.

More sustained research project – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Point of view – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both.

Proficient(ly) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding.*

Revising – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting.*

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising.*

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

Source – A text used largely for informational purposes, as in research.

Standard English – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2.

COMMON CORE GEORGIA PERFORMANCE STANDARDS
ENGLISH LANGUAGE ARTS

FIFTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Literary Text ELACC5RL1-10 Secondary Focus: Informational Text ELACC5RI1-10	Primary Focus: Informational Text ELACC5RI1-10 Secondary Focus: Literary Text ELACC5RL1-10	Primary Focus: Literary Text ELACC5RL1-10 Secondary Focus: Informational Text ELACC5RI1-10	Primary Focus: Informational Text ELACC5RI1-10 Secondary Focus: Literary Text ELACC5RL1-10
1 extended literary text 5 thematically connected short texts	1 extended informational text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts	1 extended informational text 5 thematically connected short texts
Writing	**Writing**	**Writing**	**Writing**
Focus: Opinion ELACC5W1	Focus: Informative/Explanatory ELACC5W2	Focus: Informative/Explanatory ELACC5W2	Focus: Opinion ELACC5W1
3 opinion pieces supporting a position ELACC5W1, 4, 5, 6, 10	3 informative/explanatory pieces examining a topic and conveying ideas ELACC5W2, 4, 5, 6, 10	3 informative/explanatory pieces examining a topic and conveying ideas ELACC5W2, 4, 5, 6, 10	3 opinion pieces supporting a position ELACC5W1, 4, 5, 6, 10
2-3 short research connections (may be shared research on a topic or theme connected to the unit) ELACC5W7, 8, 10	2-3 short research connections (may be shared research on a topic or theme connected to the unit) ELACC5W7, 8, 10	2-3 short research connections (may be shared research on a topic or theme connected to the unit) ELACC5W7, 8, 10	2-3 short research connections (may be shared research on a topic or theme connected to the unit) ELACC5W7, 8, 10
1-2 narratives detailing a real or imagined experience ELACC5W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC5W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC5W3, 4, 5, 6, 10	1-2 narratives detailing a real or imagined experience ELACC5W3, 4, 5, 6, 10
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC5W1, 2, 3, 9, 10	Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC5W1, 2, 3, 9, 10	Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC5W1, 2, 3, 9, 10	Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) ELACC5W1, 2, 3, 9, 10

Foundational Reading Skills ELACC5RF3-4 Phonics, word recognition, and fluency	⟷	Speaking and Listening ELACC5SL1-6 Confirm understandings Participate in collaborative discussions Report findings	⟷	Language ELACC5L1-6 Study and apply grammar and vocabulary in speaking and writing

Georgia Department of Education
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The curriculum map for Grade 5 in CCGPS focuses on opinion writing in the first nine weeks, and expository (Informative/Explanatory) writing in the second nine weeks, providing focused and in-depth instruction in both skill sets well in advance of the Grade 5 Writing Assessment testing window in March. The curriculum also features the exploration of significant amounts of informational text, scaffolding students' abilities to respond effectively to a wide variety of topics.

The routine writing opportunities and research options may also focus on particular areas in need of remediation (for example, the construction of a solid controlling idea, organization, transitions, sentence fluency, etc.).

The four domains for the Grade 5 Writing Assessment are Ideas, Organization, Style, and Conventions, as described below. The alignments on the following pages illustrate the components that represent a strong meets or exceeds performance in each of these categories and the Common Core Georgia Performance Standards that support each of those skills. Note that the development of a strong controlling idea is weighted more heavily in the scoring of the Grade 5 Writing Assessment than any other category.

Domain Descriptions and Components

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Sense of Completeness
- Awareness of Genre

Domain 2: ORGANIZATION. The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.

Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas
- Genre-Specific Strategies
- Transitions

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety
- Strategies Appropriate to the Genre

Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components: Elements:	Sentence Formation	Usage	Mechanics
	• correctness	• subject-verb agreement	• internal punctuation
	• clarity of meaning	• standard word forms	• spelling
	• simple, complex, and compound sentences	• possessives	• paragraph breaks
	• end punctuation	• contractions	• capitalization
		• pronoun-antecedent agreement	

Scoring Domain	Domain Weight
Ideas	2 x the sum of raters' scores
Organization	1 x the sum of raters' scores
Style	1 x the sum of raters' scores
Conventions	1 x the sum of raters' scores

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

To show the relationship between the CCGPS and the Grade 5 Writing Assessment's rubric, the following tables show how the goals of each Grade 5 Writing Assessment domain align with the CCGPS.

PERSUASIVE/OPINION WRITING

***** CCGPS CONNECTIONS: IDEAS *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The paper contained a fully developed controlling idea that consistently focused on the assigned topic, genre, and purpose and addressed all aspects of the assigned task. (Source: Grade 5 Writing Interpretive Guide 2012, p. 16)	*ELACC5W1: a. 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.* *c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).* *d. Provide a concluding statement or section related to the opinion presented.*
Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 16)	*ELACC5W1: b. Provide logically ordered reasons that are supported by facts and details.* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
The response contained specific examples and details that fully addressed reader concerns and perspectives. (Source: Grade 5 Writing Assessment Interpretive Guide April 2012, p. 16)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W1: b. Provide logically ordered reasons that are supported by facts and details.*

***** CCGPS CONNECTIONS: ORGANIZATION *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically and appropriately sequenced within paragraphs and across parts of the paper. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W1: b. Provide logically ordered reasons that are supported by facts and details.* *c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
The introduction set the stage, […] (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W1: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
[…] and the conclusion provided a sense of closure. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W1: d. Provide a concluding statement or section related to the opinion presented.*
Ideas were grouped logically. Varied and effective transitional elements were used to link all elements of the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W1: b. Provide logically ordered reasons that are supported by facts and details.* *c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*

***** CCGPS CONNECTIONS: STYLE *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
Carefully crafted phrases and sentences created a sustained tone. Varied, precise, and engaging language was used throughout the response. Figurative or technical language was used for rhetorical effect. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* *ELACC5W1: c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *a. Interpret figurative language, including similes and metaphors, in context.*
Sustained attention to the audience was demonstrated. An evocative or authoritative voice was used throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W1: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.* *b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.* *d. Establish and maintain a formal style.*
A variety of sentence lengths, structures, and beginnings were used. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W1: c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).* *ELACC5L3: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
A variety of genre appropriate strategies engaged the reader. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

***** CCGPS CONNECTIONS: CONVENTIONS *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
Simple, compound, and complex sentences were clear and correct with correct end punctuation. Usage and mechanics were correct in a variety of contexts. Errors were infrequent in all components and did not interfere with meaning. (Source: Grade 5 Writing Interpretive Guide 2012, p. 19)	*ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.* *ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.* *ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.* *a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

> **ELACC5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIVE/EXPLANATORY WRITING

***** CCGPS CONNECTIONS: IDEAS *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The paper contained a fully developed controlling idea that consistently focused on the assigned topic, genre, and purpose and addressed all aspects of the assigned task. (Source: Grade 5 Writing Assessment Interpretive Guide April 2012, p. 16)	*ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* *a. 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.*
Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 16)	*ELACC5W2 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
The response contained specific examples and details that fully addressed reader concerns and perspectives. (Source: Grade 5 Writing Assessment Interpretive Guide April 2012, p. 16)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W2: c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).* *d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*

***** CCGPS CONNECTIONS: ORGANIZATION *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically and appropriately sequenced within paragraphs and across parts of the paper. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W2: c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
The introduction set the stage, […] (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W2: a. 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.*
[…] and the conclusion provided a sense of closure. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELAC5W2: e. Provide a concluding statement or section related to the information or explanation presented.*
Ideas were grouped logically. Varied and effective transitional elements were used to link all elements of the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W2: c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*

***** CCGPS CONNECTIONS: STYLE *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
Carefully crafted phrases and sentences created a sustained tone. Varied, precise, and engaging language was used throughout the response. Figurative or technical language was used for rhetorical effect. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: 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.)* *ELACC5W2: c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
Sustained attention to the audience was demonstrated. An evocative or authoritative voice was used throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W2 a. 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.* *b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
A variety of sentence lengths, structures, and beginnings were used. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W2: c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).* *ELACC5L3: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
A variety of genre appropriate strategies engaged the reader. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

***** CCGPS CONNECTIONS: CONVENTIONS *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
Simple, compound, and complex sentences were clear and correct with correct end punctuation. Usage and mechanics were correct in a variety of contexts. Errors were infrequent in all components and did not interfere with meaning. (Source: Grade 5 Writing Interpretive Guide 2012, p. 19)	*ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.* *ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.* *ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.* *a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NARRATIVE WRITING

***** CCGPS CONNECTIONS: IDEAS *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The paper contained a fully developed controlling idea that consistently focused on the assigned topic, genre, and purpose and addressed all aspects of the assigned task. (Source: Grade 5 Writing Assessment Interpretive Guide April 2012, p. 16)	*ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* *a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
Supporting ideas were relevant to the topic, genre, and audience and were fully elaborated throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 16)	*ELACC5W3: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.* *b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.* *d. Use concrete words and phrases and sensory details to convey experiences and events precisely.* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *a. Interpret figurative language, including similes and metaphors, in context.*
The response contained specific examples and details that fully addressed reader concerns and perspectives. (Source: Grade 5 Writing Assessment Interpretive Guide April 2012, p. 16)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W3: b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*

***** CCGPS CONNECTIONS: ORGANIZATION *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
The overall organizational plan was appropriate to the writer's ideas and assigned genre. Ideas were logically and appropriately sequenced within paragraphs and across parts of the paper. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W3: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.* *c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
The introduction set the stage, […] (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W3: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
[…] and the conclusion provided a sense of closure. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELAC5W2: e. Provide a conclusion that follows from the narrated experiences or events.*
Ideas were grouped logically. Varied and effective transitional elements were used to link all elements of the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 17)	*ELACC5W3 c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.* *ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

***** CCGPS CONNECTIONS: STYLE *****

Grade 5 Writing Assessment Interpretive Guide	CCGPS
Carefully crafted phrases and sentences created a sustained tone. Varied, precise, and engaging language was used throughout the response. Figurative or technical language was used for rhetorical effect. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W3: d. Use concrete words and phrases and sensory details to convey experiences and events precisely.* *ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
Sustained attention to the audience was demonstrated. An evocative or authoritative voice was used throughout the response. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W3: b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
A variety of sentence lengths, structures, and beginnings were used. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5L3: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
A variety of genre appropriate strategies engaged the reader. (Source: Grade 5 Writing Interpretive Guide 2012, p. 18)	*ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *ELACC5W3: b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*

***** CCGPS CONNECTIONS: CONVENTIONS *****

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Optional/Sample Instructional Tasks using released prompts for the Grade 5 Writing Assessment developed by the Georgia Department of Education (GaDOE) Curriculum Division
https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx

These modules are a collection of tasks that use standards-based CCGPS instructional strategies to scaffold student performance using an actual released Georgia Grade 5 Writing Assessment prompt (see "Culminating Assessment" box at the top of the module). Ideally, the final assessment in the module (requiring students to address the released prompt) should emulate the actual time limits and circumstances of the Grade 5 Writing Assessment as closely as possible. The modules may be used consecutively or spread throughout your routine instruction in the weeks leading up to the assessment. For additional resources please visit

http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx

CULMINATING ASSESSMENT
Persuasive Writing Topic 5109 **Writing Situation** You have seen trash on the side of the road. You want to form a student group to clean up the trash. **Directions for Writing** Write a speech to convince the students at your school to join the clean-up group. OR **Persuasive Writing Topic 5108** **Writing Situation** Your principal is asking your class for ideas to improve the school. What change would you make to improve your school? **Directions for Writing** Write a letter to convince your principal to make your change.
ESSENTIAL QUESTION: What are some of the steps in writing a good persuasive essay?
TASK: Examine the steps in the process.

Standards:
ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RI5: 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.
ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
 	
Instruction:
• Put students in small groups of 3-4 and give each group several copies of some of the higher-scoring released student sample papers (available at the URL listed above).
• Have students state in plain language what the papers are about. Provide guidance, perhaps in the form of a "scavenger hunt" to help students know what to look for; for example:
    "What is this paper mainly about?"
    "When in the paper do you first realize what the subject is?"
    "Are there two sides to the argument being made in this paper? What would be the opposite opinion of the one this student has?"

"Do you agree with this students' opinion? Why or why not?"

"What proof or evidence does this student provide that convinced you to agree with him or her? Or alternatively, what claims did the student make that just aren't proven?"

- Allow students to share the elements they identified from the student papers, placing important facts on chart paper. This list should facilitate a useful, student-centered discussion of the elements of a strong opinion essay.
- Guide students in the identification and definition of the thesis statement, topic sentences, evidence/reasons, and conclusion.

ESSENTIAL QUESTION: What is a thesis statement?

TASK: Construct a good thesis statement.

Standards:
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
    a. 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.
ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Instruction:
- Creating Your Thesis: A thesis is a statement that describes one side of an arguable viewpoint. What is the thesis or the point you are trying to argue?
- Look at the thesis statements identified in the task above. Ask students to identify the ones they think are clearest and strongest, and then facilitate a discussion about what makes one thesis statement stronger than another.
- Provide students with several arguable propositions (perhaps a list of 5-10 with questions such as, "Should students be required to do homework?" or "Should students be responsible for maintenance in their own school buildings?" Allow students to practice constructing thesis statements in a limited timeframe (generating ideas efficiently within the prescribed time limit is a significant part of successful performance on the writing assessment).
- Have students examine their thesis statements with a partner. Each partner group can choose the stronger of the two thesis statements generated on each prompt and discuss why the chosen response was chosen as the strongest.
- Look at the elements of the best thesis statements. Do they tend to be compound, complex, or simple sentences? Are they bold or passive? What else do you notice about them?
- Where should the thesis statement appear? Share examples (perhaps constructed together in real time from the samples generated in the activity) of introductory paragraphs that place the thesis first and last. It is generally not optimal to bury it in the middle of the introduction.

ESSENTIAL QUESTION: How can a student best support his or her thesis (claim)?

TASK: Build support for a thesis with good reasons/evidence.

Standards:
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
    b. Provide logically ordered reasons that are supported by facts and details.
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Instruction:
- Provide students with a question such as "Do you think we should have homework tonight?"
- After students give their initial response, ask them to take out a piece of paper and write down all of the good reasons they can think of to support their position within 2 minutes.
- On chart paper, write down some of the students' "best" reasons. Guide them in noticing how

quickly their reasons become redundant or repetitive. Did everyone think of the same 2 or 3 things? Which reasons were provided that are unique or particularly convincing? What made those reasons unique, interesting, or convincing?

- From that list and that discussion, have students make some generalizations about the kinds of support work best in an argument.
- Note where students used reasons that correspond with some of the following classical types of support:
  - Cite an expert, celebrity, or important person such as the principal
  - Use facts, numbers, statistics (we've had homework 3 out of 4 nights this week)
  - Use emotion (look at us, we are just little kids and we are so tired!)
  - Cite the importance of the issue (the national debate on the value of homework)
  - Reliable research that you might know of (recent studies)
- Students might want to make note of these strategies in their notes.
- Allow students to practice brainstorming one or two examples of each type of persuasion in a timed environment with provided prompts (teachers can use prompts from previous task).

ESSENTIAL QUESTION: How do writers substantiate their claims?

TASK: Provide support for each reason.

Standards:
ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
  b. Provide logically ordered reasons that are supported by facts and details.
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Instruction:
- Put students into small groups of 3 or 4 and provide each group with grade-appropriate magazine articles that contain claims and support.
- Have students use highlighters of different colors to identify the thesis statement, each supporting piece of evidence or reason scaffolding the claim (reasons), and finally, all of the information supporting each reason. It is important that students are able to visually see the three layers of the argument in this exercise.
- Have students attempt to identify the types of persuasion used and discuss which are most effective. Have them attempt to quantify the amount of support given for claims, as well as to identify and discuss claims that seem to be largely unsupported. If an author has little support for an argument, has he or she attempted to divert the reader's attention from that fact with bluster, bravado, hyperbole, or some other strategy?
- Generalize this 3 level structure to a student paper (thesis with 2 levels of support). For example, if a students' thesis is "children should eat less candy." One possible reason in support of this thesis might be that children would struggle less with obesity if they had less access to or ate less candy. This reason should not be left to stand alone however. Model for students the ways they can explore this reason; for example, statistics on obesity, the tempting prevalence of sweets in vending machines, the amount of sugar in school lunches, facts about diabetes, etc.
- **Explore the use of anecdotes as evidence for a claim in-depth**. For students responding to an extemporaneous prompt, anecdotal evidence may be the strongest weapon in their arsenal. Ask students to do a timed "quick write" providing a real or imagined anecdote supporting the assertion that children should eat less candy (or some other claim). Note that estimated or invented statistics are also acceptable in the 5th grade writing assessment; the point would be to illustrate that the student understands the use of statistics in persuasion, not that they actually know certain mathematical facts.

ESSENTIAL QUESTION: What is the best way to end a persuasive essay?

TASK: Examining strategies for conclusion.

Standards:
ELACC5W4: 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.)
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
      d. Provide a concluding statement or section related to the opinion presented.

Instruction:
- Engage students in a discussion of ways that they would typically conclude an essay. Remind students to avoid old-fashioned, formulaic strategies including repeating the arguments you have just made, or "summing up."
- Provide students with several high-scoring student work samples from the Georgia Grade 5 Writing Assessment resource website (see link on page 19). White out or cut off the concluding paragraphs to these essays. After studying the following conclusion strategies, have students try concluding the essay using 2 or 3 of the strategies below.
  - Call to action (So join your local ASPCA today.)
  - Ask a question (How can you start a recycling program in your own community?)
  - Use parallel structure, repeating an evocative sentence from the opening paragraph
  - "Make them laugh or make them cry." (America has given me so much. I only hope that someday I can repay these great gifts by serving my country.)
  - Provide ideas for further thought (Once the vacant lot has been cleaned up, what could be next?)
  - Connect to a larger theme (Electric cars are just the beginning for the big picture of stopping the consumption of fossil fuels around the world.)
- Allow students to read their conclusions aloud, and have peers guess which strategy they are using.
- Engage students in a discussion of which strategies work best and why.

*Take the opportunity here to discuss proper time management in the writing assessment. Many otherwise very high-scoring papers can lose points if they do not include a proper conclusion. Running out of time is one reason that good writers get low scores!

ESSENTIAL QUESTION: How can I add polish to my persuasive essay?

TASK: Examine ways to improve essays beyond the basics.

Standards:
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
      a. 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.
      b. Provide logically ordered reasons that are supported by facts and details.
      c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
      d. Provide a concluding statement or section related to the opinion presented.
ELACC5W4: 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.)
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
      a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instruction:
- Students have learned a great deal about how to create their essays. What are some special touches that can make a good essay even better?
- Strategy #1: Think of the best arguments that might be raised against your claim, and try to knock them down. For example, if you are writing a persuasive letter asking for a regular allowance, think of reasons why the adults in your household might not want to give you an allowance. Do they think you are too young? Do they think they cannot afford it? Do they think you will be irresponsible with the money? Think of what they might argue, and answer these arguments before they can make them. This is a powerful strategy! (Provide students with sample argument paragraphs wherein they can add counter-claims.)
- Strategy #2: When you review your paper, look for interesting language. Have you used adverbs, adjectives, and sensory detail to make your argument come alive? Have you used the best vocabulary possible? Did you use specific academic words where you could? Did you use vocabulary that is appropriate to your audience? Look carefully at the prompt and address your audience. Are you talking to the President of the United States, or your best friend? Speak accordingly! (Provide students with prompts for quick writes that allow them to respond in more and less formal registers.)
- Strategy #3: Think about the order in which you present your ideas. Do you want to lead with your strongest argument or end with it? Is there a logical order to the points you want to make? (You may practice this skill by cutting good essays into pieces and having students place the paragraphs in the best possible order.)
- Strategy #4: Think about using an "attention grabber" in your introduction. This is not always necessary or appropriate (again, think about the audience and purpose of your piece), but it is often a good strategy. Instead of opening with "I think we should all work harder to keep our school clean," you might open instead with, "Aren't you sick and tired of stepping on someone's sticky ice cream sandwich wrapper as you leave the lunch room?" (Students can practice providing attention grabbers for existing papers that lack them.)
- Strategy #5: Remember that, just as an essay can be too short, an essay can also be too long. A good rule of thumb is to stop when you are finished. When you have made your point cleanly and clearly, you need not say more. Do not use big words or complicated sentences simply for the sake of using them. Your number one goal is to be clear, understandable, and persuasive. (You may provide papers that have purposefully been constructed to be wordy and overly long for student editing.)
- Strategy #6: Remember to try to use a variety of sentences. Do not rely only on simple sentences. Combine simple sentences when you can. (Provide students with activity sheets that allow them to practice combining simple sentences into more complex constructions.)

AT THE END OF THIS INSTRUCTIONAL SERIES, ALLOW STUDENTS TO RESPOND TO THE ASSESSMENT PROMPT PROVIDED AT THE BEGINNING OF THE MODULE.

CULMINATING ASSESSMENT

Informational Writing Topic 5204

Writing Situation
You have learned about many people who have made a difference in the world. You can help make the world a better place too. Think about how you could make the world safer, happier, or easier.

Directions for Writing
In a report to be read to your class, explain what you could do now to improve the world or what you could do as an adult.

OR

Informational Writing Topic 5215

Writing Situation
Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home or at school.

Directions for Writing
Write a report for third grade students explaining ways to avoid accidents and stay safe.

ESSENTIAL QUESTION: What is the most important information in a writing prompt?
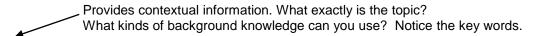
TASK: Deconstruct the prompt.

Standards:
ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Instruction:
- Place the prompt for this culminating writing task (see above) on chart paper or interactive board.
- Lead students in a thorough deconstruction of all parts of the prompt so that they understand what they will be asked to do in the assessment. For example,

Provides contextual information. What exactly is the topic?
What kinds of background knowledge can you use? Notice the key words.

You have learned about many people who have made a difference in the world. You can help make the world a better place too. Think about how you could make the world safer, happier, or easier.

Note that the prompt will usually have a little background, as illustrated above. The last sentence will give specific instructions on what to do and will tell you who it is you are speaking to.

In a report to be read to your class, explain what you could do **now** to improve the world or what you could do **as an adult**.

Have students practice filling out a simple card for a series of prompts.
1. What am I writing about?
2. What is the genre?
3. Who am I talking to?
4. Are there any special details or instructions? (For example, here, you can choose to write about now or later, when you are an adult).
- Examine the vocabulary of the prompt and share examples of the elements that will be inherent in a good response (use responses from the students' own portfolios or responses to other prompts to avoid having students draw too much from the content of the arguments in model papers on this prompt).
- Provide worksheets and copies of the Georgia Grade 5 Writing Assessment rubrics to students and engage them (in teams, pairs, or whole groups) in determining what they need to work on or be sure to do during the assessment in order to succeed.

ESSENTIAL QUESTION: What are the most effective ways to build background knowledge?

TASK: Building background information into your extemporaneous informational essays.

Standards:
ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:
- Ask students to tell you what they know about the circumstances of the Writing Assessment; for example, the length of time they'll be given, supplies, rules, prompts, etc.
- Students should understand and list in discussion that their writing will be extemporaneous (they will not have resource materials and will not be citing evidence from texts).
- As students discuss the fact that the test is extemporaneous, guide them in exploring what kinds of information they will use for evidence to support their claims, or facts to explain their topic if they get an informational prompt. Where will this information come from?
- As we have learned in previous tasks, evidence and reasons can come from many sources, including personal stories and examples, the words and opinions of experts, statistics, etc. Because the Writing Assessment is timed, it is important to be proactive in your thinking, planning, and brainstorming (time spent spinning in "I can't think of anything" mode is wasted time that cannot be retrieved!). Share these strategies for effective planning with students:
    - After you have carefully examined the prompt, think about what your essay's focus will be.
    - Jot down several possible ideas if you can.
    - When possible, try to choose a subject, opinion, or focus about which you have a lot to say. For example, don't choose to write about asthma as the number one health threat for kids today if you don't really know any facts about asthma. Perhaps you would be better off choosing watching too much television or eating too much fat or sugar.
- Be an informed citizen! Read newspapers and magazines. Make your home page on your computer a trusted news source that has headlines from around the world that are geared to your age group. Know who your local, state, and national government representatives are.
- To broaden students' background knowledge of general facts, begin by giving students a simple trivia exam that asks "common knowledge" questions appropriate to their age group. Have students compare their scores on this quiz. Ask the students who have high scores on common knowledge where they learned particular facts. Engage students in understanding ways in which they can become better informed.
- For a homework assignment, have students bring in a "Background Knowledge Booster" sheet to share. The sheet should list 3-5 interesting and salient facts about geography, 3-5 more about government/politics, 3-5 more about health, and so on. Finally, list 3-5 good books you would recommend with title, author, and a 2-3 sentence summary.
- After students share the results of their homework assignment, everyone will be better positioned to respond knowledgeably on whatever topic they encounter!

ESSENTIAL QUESTION: What characteristics separate an effective essay from an ineffective one?

TASK: Comparison of student writing samples.

Standards:
ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Instruction:

- Using released writing prompts and student samples from the Georgia Grade 5 Writing Assessment Resource link of the GaDOE website http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx have students complete the following activities. The culminating assessment for this module is a student response to the prompt above, so avoid using student samples responding to that particular prompt in this exercise.
- This exercise will be followed by an in-depth rubric study, and is not intended to focus on the rubric. We want students to bring their own common sense conclusions to this exercise. It will be useful for them to compare those to the rubric in the next exercise and see the ways in which the academic language of the rubric aligns with what plainly and simply makes for good, clear writing.
- Provide the prompt from which you pull your writing samples to the students for review. In small groups have them review the rubric and, using skills from the previous module, read and understand the audience, purpose, and parameters of the prompt.
- Purposefully provide student samples of work from varying performance levels (Meets, Does Not Meet, Exceeds). Students will read the papers round-robin style within their small groups. Have them, after a single reading, assign a number between 1 and 5 that indicates their initial impression of the paper, with 5 being the best score. Students will not share their scores with each other until all papers have been read.
- Have students compare their initial impressions. Did they agree about which papers were best? Students in each group should defend their assessments of the paper, giving evidence from the work sample that supports their assertion. The group will arrive at a consensus as to which paper is high, which is middling, and which is lowest.
- Students should examine the highest and lowest papers to determine the elements that set them apart. It is not necessary to use the official rubric or even to use academic language in this exercise, but only to identify their perceptions. For example, "This paper didn't seem to make any sense, the ideas didn't go together." "This paper had lots of details and facts." "This paper used simple, boring words and short sentences." "This paper was funny and fun to read but also made a good point." Ask students to clearly write each of these comments leaving space between them. They will be cut apart in a future task.
- Students should take very complete notes on their study of the papers. These will be used to compare to the rubric and performance domains in the next task.

ESSENTIAL QUESTION: What is the most effective way to present and organize information?

TASK: Explore organizational strategies.

Standards:
ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
> a. 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.
> c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Instruction:
- Place two or three brief prompts from each of the three possible assessment genres on a chart or Smartboard; for example, "Are cell phones dangerous when driving?" "Discuss three good rules for safety on the playground." "Describe the best day of your life so far."
- Have the students brainstorm some possible responses for each prompt (identifying audience and purpose as well).
- Introduce several of the most basic organizational styles for persuasive and informational writing:
  - Logical
  - Chronological
  - Compare/Contrast

- Cause/Effect
- Problem/Solution

(There are several more of these; choose at your discretion and for a good match to the topics you choose.)

- Discuss the elements of plot structure relevant to narrative writing; briefly, that stories should show the progress of time, should have a beginning, middle, and end, etc.
- Individually, in groups, or in teams, challenge students to apply the best, most effective organizational strategy to the ideas brainstormed for each topic.
- After students have made their determinations about optimal organizational styles, ask them to articulate or write their rationales for their choices.

ESSENTIAL QUESTION: Which method of development works best with your thesis?

TASK: Choose the optimal approach for your topic.

Standards:

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
> a. 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.
> c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Instruction:

- Have students develop a thesis statement for the prompt in this assessment.
- Aid students in choosing an effective development strategy:
- **Definition** - Defining topics and subjects is particularly important in expository writing. Defining an object is, simply, stating what the particular object is.
- **Description** - Writing which intends to describe a person, place or thing is known as descriptive writing and is a form of expository writing. Description involves giving characteristics - such as how something appears, smells, or the dimensions of an object.
- **Sequence** - This structure is also known as 'process or collection' and is a form of expository writing that is used if the author intends to inform his or her readers by listing the order of steps in a process or listing events in chronological order. Examples of this type of writing are cooking instructions, driving directions and instructions on performing a task. Key words such as "first", "after", "next", "then" and "last" usually signal sequential writing.
- **Classification** - is an organizational strategy in which authors arrange groups of objects or ideas according to a common topic in detail. Placing different objects or ideas in categories is a type of classification.
- **Comparison** - Comparative text shows how two or more subjects are similar or contrasting. This type of structure is often used in determining which is the better of two or more choices.
- **Cause and effect** - Cause and effect writing identifies the reason for something occurring and lists what occurs because of that reason. This is also known as analysis text.
- Provide students with collections of magazines, or allow them to access popular and scholarly articles from Galileo or other appropriate sources via computer lab. As you provide explicit instruction in these concepts, stop and conduct a search for examples of each.
- At the conclusion of this activity, put students into groups to review their choices of samples for each development method, having them debate the merits to come to a group consensus about which pieces belong in which category. Students should consider which types of appeals work best with which types of subject matter. They should also think about which types of appeals they favor and can best use to their advantage.

AT THE END OF THIS INSTRUCTIONAL SERIES, ALLOW STUDENTS TO RESPOND TO THE ASSESSMENT PROMPT PROVIDED AT THE BEGINNING OF THE MODULE.

CULMINATING ASSESSMENT

Narrative Writing Topic 5315

Writing Situation
Stormy weather has caused the electricity to go out. You cannot use your TV, computer, refrigerator, lights or anything else that runs on electricity.

Directions for Writing
Write a story about one day without electricity.

OR

Narrative Writing Topic 5304

Writing Situation
Think about a special place you have been or would like to go. It could be near your home or in a different part of the world.

Directions for Writing
Write a story about one day you spend in this special place.

ESSENTIAL QUESTION: How is narrative writing fundamentally different from other genres?

TASK: Student/teacher interactive co-writing.

Standards:
ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
> b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
> d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
> e. Provide a conclusion that follows from the narrated experiences or events.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instruction:
- Familiarize students with the practical steps and pitfalls of narrative writing by engaging them in a co-writing project. This project will allow students to write a narrative with scaffolding and support and without the stress of sole responsibility for a finished product.
- Begin by using chart paper, the white board, or an interactive board to brainstorm ideas (use a released GaDOE narrative 5th Grade Writing Assessment prompt if desired).
- Create an entire piece of appropriate length just as if it were being written as an actual response to the assessment.
- Without notifying the students, start a timer when you initially place the prompt on the board. Begin the brainstorming process, jotting down their ideas for responses to the prompt. Cull the responses down to the best options, making it clear why these options are emerging as the best ones. When a topic has been decided upon, stop the timer and talk to the students about how much time was used in choosing the topic, the steps used to select the focus, and how much time would now be left in the real writing exam.
- Model for students, using an outline format or graphic organizer, the next steps in delineating the flow of their story, remembering that showing the passage of time, using good descriptions and sensory details, and making relatable characters are important aspects of narrative. Allow

students to determine the details of the story while you model creating a good plan from which to proceed.

- Give students a prescribed time limit of 10 or 15 minutes to construct an introduction (beginning) to their story. Create one of your own while the students write. Place several examples on a document viewer or read them aloud, and follow the steps of student examination and discussion of successful strategies and ideas. Point out good uses of dialogue, transition and temporal words, description, characterization, etc.
- Continue through the "middle" and "concluding" sections of the narrative, demonstrating and discussing effective strategies throughout.

ESSENTIAL QUESTION: What elements make a story seem "real" and interesting?

TASK: Structuring your story, showing the passage of time.

Standards:
ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
> b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Instruction:
- Provide students with several pre-selected pieces of text that clearly demonstrate ways in which authors illustrate the passage time (good use of temporal and transition words can help with showing the progression of events in a story, as can clues such as sights and sounds, "bacon was frying and the roosters were crowing as I walked out into the dew-wet yard" clearly signals morning, for instance). Have students use highlighters to identify clues to the progression and sequence of the story.
- Review the basic elements of plot structure (exposition [if any], rising action, climax, falling action, resolution, and epilogue [if any]). In a short narrative such as they will produce for the 5th grade writing assessment, they may only use a snapshot of experience or a story with a very abridged beginning, middle, and end. It will still be instructive, however, to be well-acquainted with the elements of plot structure as a foundation. Guide students in identifying the elements of plot structure in books and movies familiar to them.
- Note that, in any story no matter how short, a central problem or dilemma can and usually does drive the action. Advise students to steer clear of narratives that "go nowhere," helping them to identify a clear dilemma or focus to serve as the centerpiece of the story.
- Students, especially younger students, often digress in story-telling and spend too long getting to the central point. This can lead to misuse of time on a timed writing assessment and to a boring story! One strategy to combat this tendency is to have students practice writing a story "in reverse." After a narrative has been laid out in outline or graphic organizer form, have students write the last one or two paragraphs first, then the middle, then the beginning.

ESSENTIAL QUESTION: How can I best depict people and events in my story?

TASK: Practicing dialogue, descriptive language, and characterization.

Standards:
ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
> b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Instruction:
- Provide students with several pre-selected pieces of text that clearly demonstrate correct and effective use of dialogue, including proper punctuation.
- In pairs, have students attempt to identify the rules of punctuation for dialogue based on their prior knowledge and on what they notice in the examples. Place these rules on chart paper, verify, demonstrate, and discuss.
- Similarly, provide students with several pre-selected pieces of text that clearly demonstrate effective use of imagery and sensory detail (ideally, it could be the same text), including details that describe characters (characterization).
- Show students a short video clip that has two or more characters talking to each other, showing emotion, and moving about (perhaps eating in a restaurant, shooting baskets, etc.).
- Show a very short clip of a minute or two several times, allowing the students to take notes.
- Have the students write a paragraph relating what they saw in the clip, then have them trade paragraphs with a partner. With highlighters of different colors, have students identify instances of descriptive language (sensory detail) and dialogue.
- Review with students how well they employed these strategies (if at all). Ask them to rewrite their paragraphs incorporating dialogue to relate the characters' communication (it need not be verbatim) and with at least 3-4 good examples of sensory detail added.
- Engage students in a review and discussion of the improvements they perceive in the second drafts of the paragraphs.

ESSENTIAL QUESTION: How will my paper be graded and what do the rubric items mean?

TASK: Explore and understand the rubric.

Standards:
ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

    b. Follow agreed-upon rules for discussions and carry out assigned roles.

    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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

    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

    e. Provide a conclusion that follows from the narrated experiences or events.

Instruction:
- In the small groups in which they studied model student papers, students will gather with their notes from the previous task.
- Provide students with a copy of the full Georgia Grade 5 Writing Assessment performance rubric. http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx
- If you have the resources to make reusable posters of the rubric domains in your media center

they can be used.
- Students should use scissors to cut apart their comments from the third task in the Informational Writing series of tasks above. Challenge students to match their comment to the precise rubric domain to which it correlates. For example, the comment "This paper gave many good pieces of evidence" would correlate to Domain 1: Ideas, bullet point 4, descriptor level 5.
- After the matches have been found, ask students to notice which domains they commented on and which they did not. For example, did they notice good organization but tend not to notice the quality of evidence? Did they notice grammar and conventions problems but not notice controlling ideas? Students should then determine a score for the paper in the domains they have not previously scored.

ESSENTIAL QUESTION: What are the habits of effective pre-writers and planners?

TASK: Learn effective pre-writing strategies.

Standards:
ELACC5W4: 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.)
ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)
ELACC5W6: 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.

Instruction:
- Engage students in a collaborative discussion about pre-writing, planning, the use of graphic organizers and outlines, editing, revising, etc., making notes of their primary points on chart paper or Smartboard. Many students prefer to skip pre-writing, brainstorming, and editing, and may not be convinced that their writing can profit from these steps. Use their input to have a discussion about the ways in which these exercises can make the difference between a Does Not Meet and an Exceeds score.
- Discuss and model the following steps of pre-writing, providing the positive rationale for each:
    - Before you begin writing, **read the prompt** carefully. Determine your topic, audience and purpose and double check that you have clearly understood your instructions.
    - Begin **brainstorming for your controlling idea**. Some comments that could be made to students: *Make it your practice to always determine more than one possible controlling idea, making a thoughtful choice. Your most obvious first idea may not always be the one you can support most thoroughly or tackle with the most enthusiasm.*
    - In considering your controlling idea or thesis, **consider all parts of the heavily-weighted "Ideas" domain**:
        * **Controlling Idea**.
        * What kind of **support** for this thesis do you have at your disposal? Can you readily list several facts or pieces of evidence that support your thesis? If not, think again.
        * Look at your facts and evidence and think about how **well developed** your essay will be. Are these trivial or irrelevant facts and details or truly meaningful ones?
        * **Outline** the points you intend to make, the facts and details that will support each, and the order in which you intend to organize them. (Strongest to weakest? Point by point comparison?) NOTE: when discussing an outline with students, address the "five paragraph essay" problem. Students should avoid a formulaic essay, striving to write as many paragraphs as are necessary (which may or may not be five) to make a strong paper and not writing within pre-established ideas of the number of paragraphs. Avoid formulaic phrases like "I am going to tell you" or "here are my three reasons."
        * Think about how you will **conclude** your paper, using one of the less traditional strategies (that is, do not plan to simply summarize your points).
- In pairs or groups, have students make a list of the top ten things one should check a paper for in a timed-writing situation. Have students compare their lists and collaborate to create one list upon

which everyone can agree.
- When pre-writing and drafting, always remember to keep a close watch on your time.

AT THE END OF THIS INSTRUCTIONAL SERIES, ALLOW STUDENTS TO RESPOND TO THE ASSESSMENT PROMPT PROVIDED AT THE BEGINNING OF THE MODULE.

The following CCGPS integrated sample tasks for writing appear in the Grade 5 Teacher Guidance Document that can be found on the CCGPS ELA page on the GaDOE website at https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx

Each of these tasks is accompanied by a list of Skills and Concepts for students, Suggested Instructional Strategies for teachers, and a list of Vocabulary for Teaching and Learning. The tasks listed here are for teaching narrative, opinion, and informational essay writing skills that will scaffold successful performance on the prompts students will encounter on the Georgia Grade 5 Writing Assessment. For more lessons on grammar, conventions, sentence fluency, etc., see the Teacher Guidance Document for the standard you wish to address. These lessons may be used to supplement the modules provided above.

Sample Task #1:
Engage students in creating a "how-to guide" for a process or procedure with which they are familiar (a recipe, a gamer's guide, a computer manual, etc.). Guide students in using temporal words, headings, and proper organizational structures for the information they are conveying.

> **Grade 5 Writing Assessment Connection**
> This exercise will allow students experience with domain-specific vocabulary, exclusion of extraneous detail, organizational structures, citing evidence, and making themselves clear to their readers.

Sample Task #2:
Model and review the elements of plot with students (exposition, rising action, climax, falling action, and exposition). Use a text under consideration by the class to illustrate each element. Explain the concept of an "epilogue" giving the definition and examples. Allow students to choose any text they have enjoyed throughout the year or in a previous year, and create an epilogue for that story. As with all narrative writing, students should choose one or more skills relative to narrative writing to focus on in this creation: writing dialogue, creating setting, using descriptive language, characterization, etc.

> **Grade 5 Writing Assessment Connection**
> This task provides students with an opportunity not only to review how the authors they've read have employed narrative elements and constructed plot, but to practice using these elements themselves with good examples firmly in mind.

Sample Task #3:
Each year the President of the United States gives a "Back to School" speech. Have your students view the current speech at http://www.whitehouse.gov. Provide students with a graphic organizer to help them identify the President's main points. Engage them in a discussion, perhaps including several additional viewings, of whether any claims were made and whether or not those claims were supported. What reasons did the President give for his or her assertions?

Grade 5 Writing Assessment Connection
In viewing a well-constructed persuasive speech (in this case one encouraging students to do well in school), students have an opportunity to experience the emotional and intellectual power of a good argument. By deconstructing the speech they have an opportunity to examine various argumentative (rhetorical) strategies and to recognize how they have been explicitly employed.

Sample Task #4:
Have students take a poem or piece of prose that employs a significant amount of figurative language and rewrite it in literal terms only. Have students read the two versions of the piece aloud and carefully consider the differences in the reader/audience experience. On a chart with three columns, have students put the original figurative word or phrase. In the second column put the literal version. In the third column have students make a qualitative reader-response comment on the ways in which the experience was different (for example "the literal version of the poem was much less scary"). Engage the students in a collaborative discussion about the ways in which figurative language enhanced their experience and understanding.

Grade 5 Writing Assessment Connection
This task provides students with an opportunity to truly experience the value of imagery, sensory detail, and figurative language in their writing. It may also provide them with some good examples of figurative language to use in their own writing as well as simply providing a good review of non-literal language in general.

Sample Task #5:
Using various types of texts (instructions for assembly or a recipe, dramatic literature in acts and scenes, informational articles written in outline form with Roman numerals, etc.), print copies of the texts and then cut the text into pieces with structural elements intact (headings, labels, numbers, transitional words, etc.). Have students attempt to reassemble the pieces using the clues provided by the structure. Have students write a brief response after reassembling each text explaining how the structural clues helped them to put the pieces back together.

Grade 5 Writing Assessment Connection
In this exercise students become experientially aware of the importance of organizational structure as well as being exposed to examples of various structures in practice.

Supplemental Materials

For Grade 5 Writing Assessment Resources including:
- Grade 5 Writing Assessment Interpretive Guide
- Grade 5 Writing Assessment Released Topic & Sample Papers
- Test Data/Results

   http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-5-Resources.aspx

For Common Core Initiative Student Writing Samples
http://www.corestandards.org/assets/Appendix_B.pdf