

Writing (Level 5)**Text Types and Purposes**

<i>Student Goal:</i>	<i>What it looks like:</i>
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Students at Level 5 should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students also build their argument by linking their ideas together. At this level, students are using a variety of sentence structures and more complex sentences. They are developing the use of more complex linking phrases like (for instance, in order to, in addition).</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>For example, students at Level 5 need to be able to choose precise vocabulary in their writing that clarifies their thinking about a topic.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Students at Level 5 are required to include both an introduction and a concluding statement or section in their writing. Students need to use strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together.</p> <p>Students at Level 5 write informative/ explanatory pieces. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Students at Level 5 write real and imaginative stories and students are expected to use description to show characters’ thoughts and feelings as well as the details of characters’ interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	

<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Level-specific expectations for writing types are defined in goals 1–3 above.)</p>	<p>Students at Level 5 are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer’s designated reason for writing) should be reflected in the student’s organization and development of a topic.</p> <p>With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>Students at Level 5 are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Students at Level 5 are required to be proficient in keyboarding skills (typing at least one page in a single sitting).</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p>6. 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 one page in a single sitting.</p>	
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Students at Level 5 are required to research a topic through investigation. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories and list the sources they used.</p> <p>Students at Level 5 use strategies for reading literary and information text as they investigate topics.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>Level 5 Reading goals</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Apply <i>Level 5 Reading goals</i> to informational texts (e.g., “Explain how an author uses reasons and</p>	<p>When reading literary texts, students have to refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students continue to determine a theme and expand this work to other genres. They are required to refer to the text to describe various story elements.</p> <ul style="list-style-type: none"> • When reading informational texts, students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine

evidence to support particular points in a text”).	information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
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Range of Writing	
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10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.
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