

LINCOLN PUBLIC SCHOOLS  
English Language Arts Learning Expectations: Grade 5

Massachusetts  
Standards

Strand:  
Writing

Students will be able  
to:

Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *(Standard 4)*

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. *(Standard 10)*

Big Ideas

- Through forms of writing, writers develop their ability to reason, communicate and defend ideas, and convey an experience to their audience.
- Writers who know how to change the organizational structures, word choice and tones of the texts they create are better able to convey the messages they intend.
- Effective writing requires both imaginative thinking and the ability to step back and critique one's creation in order to improve it.
- Use of standard English conventions are essential to a writer's success in conveying a message.
- Research encourages a deep and thorough exploration of a subject area in ways that build lasting knowledge and result in a more thorough understanding of the topic than that gained solely from individual sources or general reading.

Key Outcomes

Students will demonstrate an understanding of **writing** by:

- Writing opinion pieces of topics or texts, supporting a point of view with reasons and information. *(Standard 1)*
- Writing informative/explanatory texts to examine a topic and convey ideas and information clearly. *(Standard 2)*
- Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(Standard 3)*
- Writing stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction. *(Standard 3A)*

Students will demonstrate an understanding of the **writing process** by:

- Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(Standard 5)*
- Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. *(Standard 6)*

Students will demonstrate an understanding of **investigation to gain new insight** by:

- Conducting short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(Standard 7)*
- Recalling relevant information from experiences or gathering relevant information from print and digital sources; summarizing or paraphrasing information in notes and finished work, and provide a list of sources. *(Standard 8)*
- Drawing evidence from literary or informational texts to support analysis, reflection, and research. *(Standard 9)*

### **Essential Knowledge and Skills**

**Students will:**

#### **Opinion** *(Standard 1)*

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases and clauses (*e.g., consequently, specifically*).
- Provide a concluding statement or section related to the opinion presented.

#### **Informative** *(Standard 2)*

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (*e.g., in contrast, especially*).
- Use precise language and domain specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

#### **Narrative** *(Standard 3)*

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show responses of characters to situations.

- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words, phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

**Students will:**

- Demonstrate a command of Language standards 1–3 up to and including grade 5 when editing for conventions
- Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Apply grade 5 Reading standards to literature (e.g., “*Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]*”).]
- Apply grade 5 Reading standards to informational texts (e.g., “*Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]*”).