

FOURTH GRADE
(Six-Trait Foci: Word Choice, Voice)
EALR 4 – Analyzing and Evaluating Writing

4.1 ANALYZES AND EVALUATES OTHERS' AND OWN WRITING

Analyzes and evaluates writing using established criteria.

- ❑ Identifies professional authors' styles and techniques
- ❑ Critiques a peer's writing and supports the opinion using established criteria

Analyzes and evaluates own writing using established criteria

- ❑ Explains strengths and weaknesses of own writing using criteria
- ❑ Selects written work for a portfolio and justifies the decision with criteria
- ❑ Provides evidence that goals have been met

4.2 GOALS

Evaluates and adjusts writing goals using criteria.

- ❑ Sets goals by comparing own writing to rubric and anchor or papers
- ❑ Writes reflection about growth in writing and creates an improvement plan
- ❑ Evaluates own use of writing process and sets goals
- ❑ Maintains a written log of goals

FIFTH GRADE
(Six-Trait Foci: Review All Traits)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies more than one strategy for generating ideas and planning writing.**
- ❑ Generates ideas prior to organizing them and adjusts prewriting strategies accordingly
 - ❑ Gathers information from a range of sources, formulates questions, and uses an organizer to analyze and/or synthesize to plan writing
- 1.2 DRAFT - Produces multiple drafts.**
- ❑ Refers to a prewriting plan to draft text
 - ❑ Drafts by hand and/or electronically
 - ❑ Rereads text and continues drafting over time
 - ❑ Rereads text, puts it away, and returns to it later
- 1.4 REVISE - Revises text, including changing words, sentences, paragraphs, and ideas**
- ❑ Rereads work several times and has a different focus for each reading (e.g. first – adding details and elaboration; second – deleting sentences or phrases to achieve paragraph unity; third – reorganizing ideas for meaning)
 - ❑ Records feedback using writing group procedure
 - ❑ Makes decisions about writing based on feedback
 - ❑ Uses multiple resources to identify needed changes
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- ❑ Identifies and corrects errors in grade level conventions
 - ❑ Uses multiple resources regularly
 - ❑ Proofreads final draft for errors
- 1.5 PUBLISH - Publishes in more than one format for specific audiences and purposes.**
- ❑ Publishes using a variety of publishing options
 - ❑ Publishes multipage pieces and attends to format, graphics, illustrations, and other text features
 - ❑ Publishes for a wide range of purposes in different forms and formats
 - ❑ Uses a variety of available technology as part of publication (e.g. slide show, software)
- 1.6 Adjusts writing process as necessary**
Applies understanding of the recursive nature of writing process.
- ❑ Revises at any stage of process
 - ❑ Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- ❑ Contributes to different parts of the process when working on a class poetry book
- Uses knowledge of time constraints to adjust writing process**
- ❑ Works on one draft over several days or weeks adjusting work to fit the time frame
 - ❑ Allots amount of time for each stage of writing process for on-demand writing
 - ❑ Adjusts the number of drafts for on-demand tasks

(Six-Trait Foci: Review All Traits)

EALR 2 – Writing in a Variety of Forms for Different Audiences and Purposes

2.1 AUDIENCE

Applies understanding of multiple and varied audiences to write effectively.

- Identifies an intended audience
- Identifies and includes information a diverse audience needs to know
- Anticipates readers' questions and writes accordingly

2.2 PURPOSE

Demonstrates understanding of different purposes for writing.

- Writes to analyze informational text or data
- Writes to learn
- Writes for more than one purpose using the same form
- Includes more than one mode within a piece to address purposes

2.3 FORMS/GENRES

Uses a variety of forms/genres.

- Includes more than one form/genre in a single piece
- Maintains a log or portfolio to track variety of forms/genres used
- Produces a variety of new forms/genres (e.g. interviews, autobiographies, business letters, expository essays, persuasive advertisements, field observation notes, book reviews, rhyming couplets, raps)

2.4 CAREER APPLICATIONS

Produces documents used in a career setting.

- Collaborates with a partner on a writing project
- Writes in forms associated with specific tasks or careers

FIFTH GRADE

EALR 3 – Clear and Effective Writing (Through Use of the Six Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions)

3.1 **IDEAS - Analyzes ideas, selects a narrow topic, elaborates using specific details and/or examples.**

- Narrows topic with controlling idea (**HP: States Main Idea**)
- Selects details relevant to the topic to extend ideas and develop elaboration
- Uses personal experiences, observations, and/or research to support opinions and ideas
- Varies method of developing character and setting in narratives

ORGANIZATION – Organizes an effective organizational structure.

- Writes in a logically organized progression of unified paragraphs
- Develops an interesting introduction in expository writing
- Develops and effective ending that goes beyond a repetition of the introduction
- Varies leads and endings in narratives
- Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs
- Organizes clearly (e.g. comparisons, explanations, persuasion, narratives)

3.2 **STYLE**

VOICE – Applies Understanding that different audiences and purposes affect writer’s voice.

- Writes with a clearly defined voice appropriate to audience
- Writes in appropriate and consistent voice in narrative, informational, and persuasive writing

WORD CHOICE – Uses language appropriate for a specific audience and purpose.

- Uses precise language
- Uses formal, informal, and specialized language
- Uses literary and sound devices
- Selects words for effect

SENTENCE FLUENCY – Uses a variety of sentences.

- Writes a variety of sentence lengths
- Writes a variety of sentence beginnings
- Writes a variety of sentence structures
- Writes with a rhythm pattern

3.3 **CONVENTIONS**

Uses legible handwriting.

- Maintains consistency in printing or cursive handwriting

SPELLING – Spells words appropriate for the grade level accurately.

- Uses spelling rules and patterns from previous grades
- Spells high-frequency words correctly
- Uses multiple strategies to spell
- Self-corrects spelling errors
- Develops a personal spelling list
- Uses resources to find correct spelling for words identified as misspelled

CAPITALIZATION – Applies capitalization rules.

- Uses capitalization rules from previous grades
- Capitalizes brand names
- Capitalizes geographic regions
- Uses resources to correct capitalization

PUNCTUATION – Applies punctuation rules.

- ❑ Uses punctuation rules from previous grades
- ❑ Uses periods in abbreviations
- ❑ Uses comma to set off interjections
- ❑ Uses comma after date or address within text
- ❑ Uses quotation marks in dialogue correctly
- ❑ Uses hyphen in numbers
- ❑ Uses hyphen to join numbers
- ❑ Uses ellipsis (...) correctly
- ❑ Uses semicolon correctly between two independent clauses
- ❑ Uses resources to check punctuation

GRAMMAR - Applies usage rules.

- ❑ Applies usage rules from previous grades
- ❑ Uses subject vs. object pronouns correctly
- ❑ Uses resources to check usage

Uses complete sentences in writing.

- ❑ May use fragments in dialogue as appropriate

Applies paragraph conventions.

- ❑ Uses paragraph conventions
- ❑ Uses new paragraphs to change speakers in dialogue

Applies conventional forms for citations.

- ❑ Cites sources in research using a bibliographic format

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- ❑ Explains accuracy of content and vocabulary for specific curricular areas

Analyzes and evaluates own writing using established criteria

- ❑ Explains strengths and weaknesses of own writing using criteria
- ❑ Uses criteria to choose and defend choices for a writing portfolio
- ❑ Provides evidence that goals have been met

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