



Deer Valley Unified School District No. 97

Writing Application Descriptors

Grade 5



Fall, 2007

Strand 3: Writing applications**Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.

Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format

Narrative

A narrative is anything that is told or recounted. At the fifth grade level, the terms story and narrative are used interchangeably. The narrative may be about a real (non-fiction) or imagined (fiction) event. The narrative has an identifiable story line that is easy to follow and paraphrase. The narrative should have a concise beginning that hooks the reader and orients the reader to the characters and context of the story. The middle elaborates on events that may be told in sequential order or as a cause and effect relationship. Suspense, anticipation, tension, humor, or drama is used as a way to hold the reader's attention. The ending of the narrative should not be abrupt. The ending should reveal the writer's opinion or thoughts or feelings about the story that was told.

A narrative may be written in first person, third person, or omniscient point of view . Transition words should be used to move the narrative along in chronological order or to signal cause and effect relationships. Sensory details should be used to describe the character(s) and/or setting. Dialogue or monologue is used to move the plot along and to reveal information about a character. Simple and compound sentences are used to enhance fluency. A narrative may be as short as several paragraphs or as long as a novella!

Poetry

Write **parallel poems** to existing poems. (e.g., A published poem begins "In Fall, leaves turn color...., students write poems that parallel the form and rhyming pattern of the published poem. "In Spring,...", "In Winter...", "In Summer....")

A **diamante** is a seven-lined contrast poem set up in a diamond shape. Line 1 and Line 7 are opposites.

Line 1 - Noun #1

Line 2 - Two adjectives describing #1

Line 3 - Three -ed or -ing words describing #1

Line 4 - Two nouns for #1, Two nouns for #2

Line 5 - Three -ed or -ing words describing #2

Line 6 - Two adjectives describing #2

Line 7 - Noun #2

Skit

A skit is a short play that is usually performed in a more informal setting. Skits are often funny. The written text for a skit or play is called the script. Fifth grade scripts may be based on a story the students already know. They may choose to turn a story from their Harcourt anthology into a Reader's Theater. A fifth grade script may involve topics from other content areas. (i.e., an interview between a modern day reporter and Benjamin Franklin or re-enact the Boston Tea Party.) The skit may also be a fiction story of an event or incident. The skit may be limited to a single scene and only two characters but if written as a paired or group activity, a lengthier skit would be expected. The skit should include simple stage directions. Stage directions may serve to establish the setting and/or the introduction of the characters. The lines for each character should be written using the appropriate voice for the character.

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Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information

PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Expository Paragraph

An expository paragraph explains something or gives information. It includes all the facts a reader needs to understand the subject. It should include a title, topic sentence, relevant information, supporting details (at least 4-5) and a closing sentence. At the fifth grade level, the expository paragraph may be told from a first person, or third person perspective. Occasionally, expository paragraphs may use a second person point of view if the writer is directly addressing a reader.

Expository Essay

An expository essay explains something or gives information. The essay might compare and contrast, define, classify, identify and explain a cause and effect relationship, explain a process, or be a description. When writing an expository essay, select a topic that is narrow enough to make it manageable. Write a thesis statement (or sentence) that expresses the idea of the essay clearly. The thesis statement should be within the introductory paragraph. The introductory paragraph should also identify the divisions of the remainder of the essay and serve the purpose of capturing the reader's interest. Each paragraph of the essay should have a topic sentence that relates to the thesis statement. The concluding paragraph should restate the thesis statement and the divisions of the essay as well as effectively closing the essay. At the fifth grade level, the expository essay may be told from a first person, or third person perspective. Occasionally, expository essays may use a second person point of view if the writer is directly addressing a reader.

Summary

A summary is a condensed version of a larger reading. A summary is comprehensive, brief, concise. A summary expresses briefly the main idea and relevant details of the piece in the writer's own words. The purpose in writing the summary is to give the basic ideas of the original reading. Only the most relevant examples, explanations, and details are included in the summary. Opinions are generally not included in a summary. A summary does not require a conclusion.

Newspaper Article

A newspaper article's headline serves the purpose of getting the reader's attention and conveying a lot of information in a small space. Consider using alliteration or sensationalism. The lead paragraph is a summary of the event or story. Subsequent paragraphs should provide explanation and amplification through relevant and interesting details. This information should be presented in order of importance with the most important information appearing first. Include background information as though the reader has no knowledge whatsoever of the event being reported. The newspaper article should be written in the third person and reflect no bias. Use quotes when possible but only if the quote is relevant to the article. Include a byline. Include appropriate illustrations or pictures.

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Concept 3: Functional Writing

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).

PO 2. Write communications, including:

- a. thank-you notes
- b. friendly letters
- c. formal letters
- d. messages
- e. invitations

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Friendly letters include:

- heading (left justified, beginning at center of paper)
- greeting or salutation (left justified)
- body (indent first word of each paragraph, left justify remaining lines in paragraph)
- closing (beginning at center of paper- lines up with heading)

- signature – usually in cursive (beginning at center of paper – lines up with heading and closing)

Envelopes:

- The return address is located in the upper left corner of the envelope.
- The recipient address begins in the middle of the envelope. The first letter of the recipient's title establishes the upper left corner of the recipient address.
- The return address as well as the recipient address should be written in ALL caps.
- All lines are left justified.
- There is no punctuation on an envelope with the exception of a dash between the Zip code and +4

Formal letters may use block form (left justified) or semi-block form.

Your Return Address {NOTE: your name goes only at the bottom}
Your City, YO [your two letter state abbreviation] zip
Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing
Address
City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, you will want to give a specific example of how you benefited from your contact with this person. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{three spaces so that your signature may appear here }

Sally Student

Strand 3: Writing applications**Concept 4: Persuasive Writing**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action

- PO 1. Write persuasive text (e.g., advertisement, paragraphs) that attempts to influence the reader.
- personal experience
 - comparison to other text/media

Persuasive Writing

The controlling idea of a persuasive passage is the argument. Usually the argument is either for or against some type of issue. A persuasive paragraph may connect with or appeal to emotion. The topic sentence states an opinion. Details give reasons/support for your opinion and include facts, figures, and examples. A closing sentence reinforces the writer's opinion. Writing reflects complex sentence structures. Word choice is enhanced with appropriate vocabulary.

Strand 3: Writing applications**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

- PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).
- PO 2. Write a book report or review that identifies the:
- main idea
 - character(s)
 - setting
 - sequence of events
 - conflict/resolution
- PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:
- evidence from the text
 - personal experience
 - comparison to other text/media

Response to Literature

A response to literature is written in first or third person. It is a personal reaction to a literary selection that includes the writer's interpretation, analysis, opinion, and/or feelings about a piece of literature and selected elements within. The response should demonstrate an in-depth understanding of the story elements of a literary selection, and, depending upon the selection, should include at least two out of three of the following: evidence from the text, personal experience, and/or a comparison to other text/media.