



WRITING HIGHWAY

GRADE 5

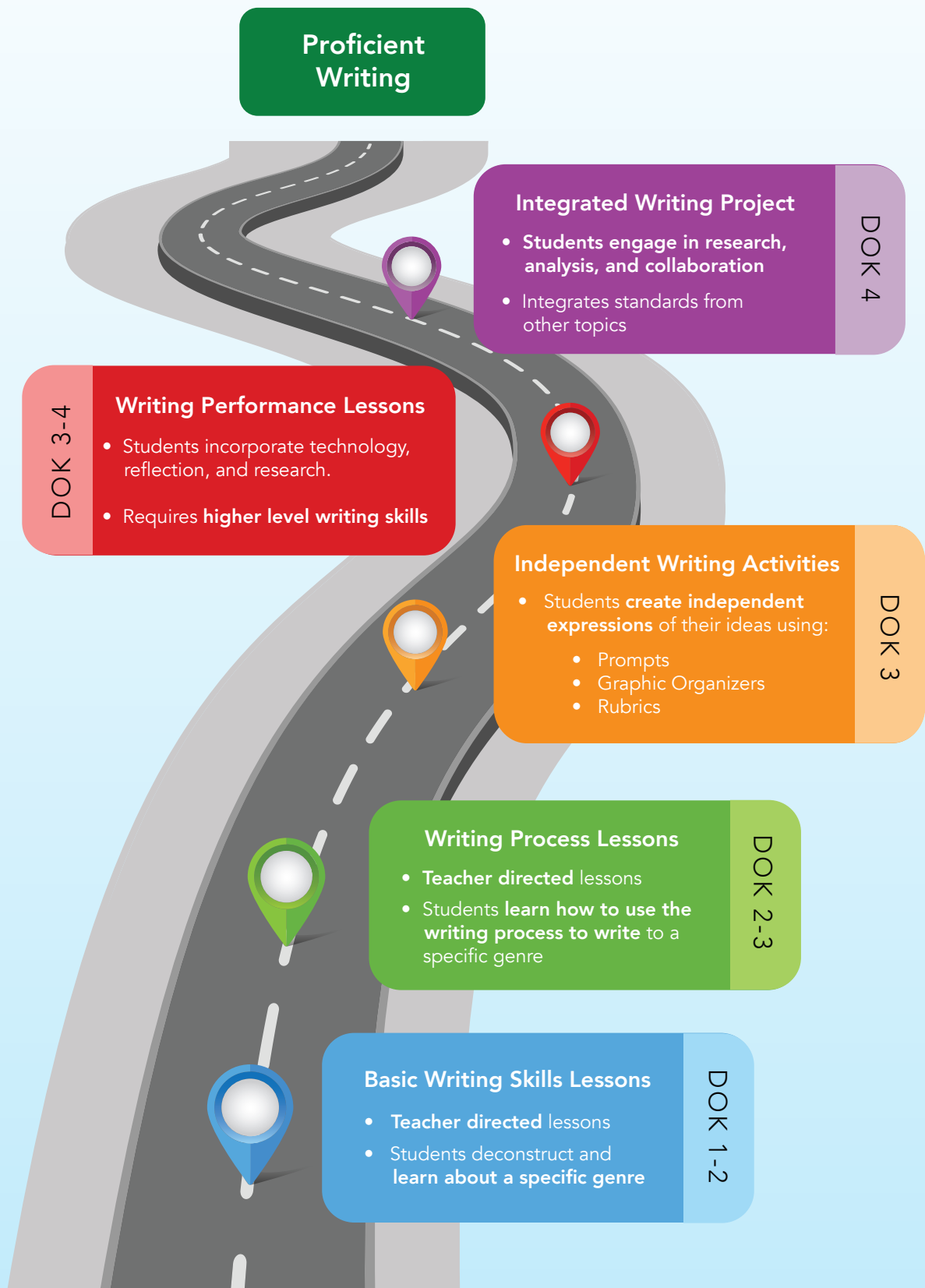
A ROADMAP TO WRITING



Program Overview & Sample Lessons

Standards Plus® Writing Highway

A Journey to Proficient Writing



What Makes Standards Plus® Writing Highway Different From Other Writing Programs

Writing Highway Lessons are teacher directed:

- All lessons are directly taught by teachers using the direct instruction format.
- Direct instruction fosters the most significant gains in student achievement that result in a deep and enduring understanding of the concept.
- Provides immediate feedback to students.

Writing Highway Lessons have discrete learning targets:

- Clear learning objectives allow students to learn and retain the information in their long-term memory.

Writing Highway Lessons provide multiple exposures to each standard/skill:

- Skills are broken down (deconstructed) and presented in 4 to 8 lessons.
- Provides multiple opportunities to practice and develop a deep understanding of a specific genre or convention.

Writing Highway Lessons teach students to use and understand:

- Writing prompts
- Graphic organizers
- Rubrics

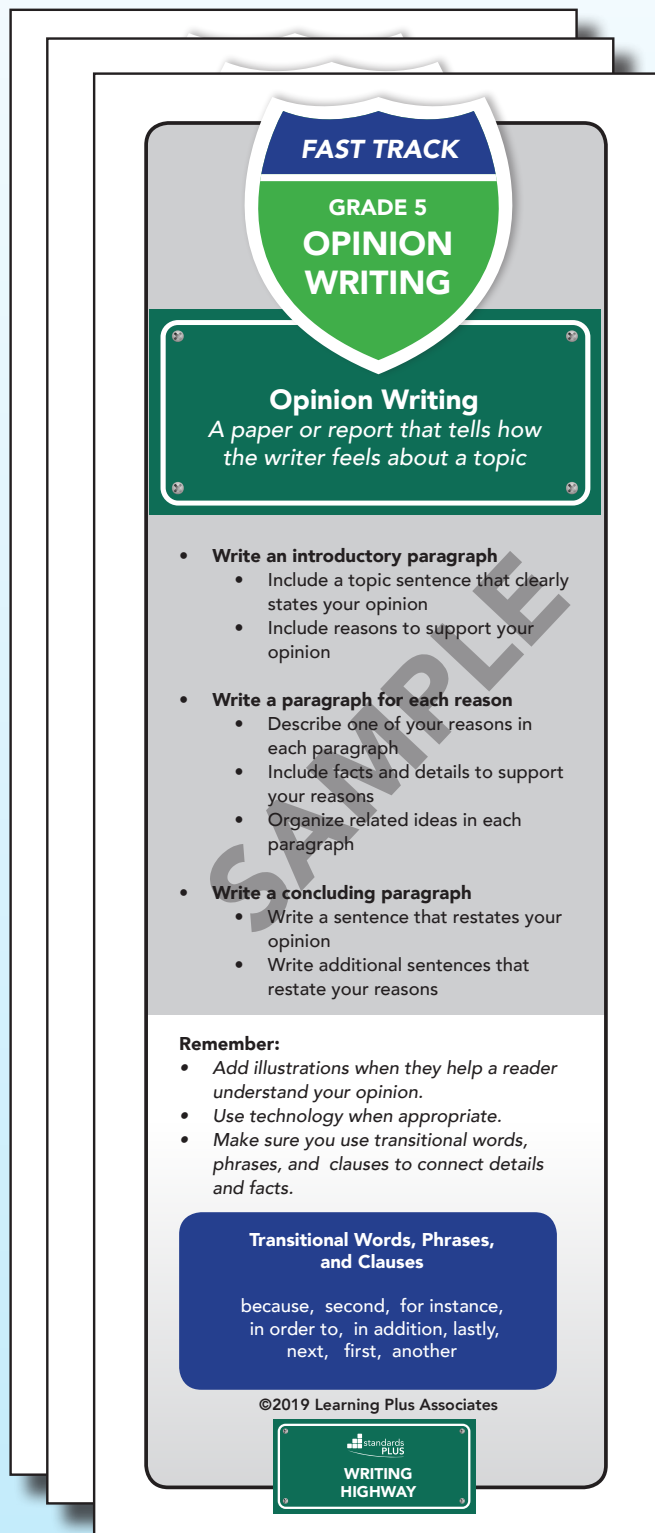
Writing Highway Lessons:

- Are written directly to grade level writing standards.
- Are designed to follow the K-12 College and Career Readiness anchor standards.
- Include detailed lesson plans.

Standards Plus Writing Highway Includes:

- Basic writing skills lessons
- Fast track cards - quick reference guides to the components in each genre
- Writing process lessons
- Conventions lessons
- Independent writing activities
- Extended performance lessons
- An Integrated writing project

Additional Items to Help Students on their Writing Journey



Students are provided:

- Fast Track Review Cards for each genre of writing.
- Highlighters for use in Writing Highway lessons.





Basic Writing Skills Road

The journey begins with eight basic writing skills lessons and two evaluations for each of the three grade level genres (Opinion, Informative/Explanatory, and Narrative).

The basic writing skills lessons deconstruct a genre so students understand the genre specific elements.

OPINION

Deconstructing an Opinion, students:

- Learn to support a point of view with reasons, facts and details
- Learn to expand ideas and use linking words and phrases
- Learn to write a conclusion that restates the topic and ties together the reasons supporting the opinion

INFORMATIVE/EXPLANATORY

Deconstructing an Informative/Explanatory piece, students:

- Learn to write a topic sentence with details that develop the topic
- Learn to include linking words and phrases to connect details and facts
- Learn to write a conclusion that restates the main idea

NARRATIVE

Deconstructing a Narrative, students:

- Learn to understand and write to the elements of narrative text
- Learn to use time order words to signal event order
- Learn to describe characters through actions, thoughts, feelings and dialogue
- Learn to include dialogue and descriptive words

Basic skills lessons are written in a direct instruction format because it is the most effective research-based instructional delivery model and it is proven to increase student achievement.

Standards Plus® – Language Arts – Grade 5

Strand: Informative/Explanatory Writing **Focus:** Facts, Examples, Concrete Details **Lesson:** #3

Writing Standard: WV.5.2a: 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. WV.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Teacher tip: In the next set of lessons students write about natural disasters. Consider having information on natural disasters available and/or doing brainstorming activities on natural disasters so students have information to use in their informational writing.

Lesson Objective: Students will identify and develop an informational topic with facts, examples or concrete details.

Introduction: “Informational writing starts with a topic sentence that states the topic and tells what the whole paper will address. The rest of the paper is devoted to developing the topic. Authors use facts, examples, and details to share information about the topic.”

Instruction: “Facts given in an informational text are true statements that can be proven. Facts are often explained or supported by examples or details. The facts are given to tell the reader about the topic, but the examples or details support the full understanding of the topic.”

Guided Practice: “On your student page is a short informational piece. We are going to read it and identify the topic and related facts, examples, or details. Let’s read the paragraph together. (read) What is the topic? (Deciding when to call a snow day.) Write the topic on the line labeled *Topic*. Now let’s look for three facts. Read the passage again and look for sentences that tell a true statement about the topic. What did you find? The third sentence is a fact because it tells that they need to check the roads. That is something you can prove. Write *test roads* on a *Fact* line. What is another fact? Sentence 6 is a fact. Write *check the weather* on the next *Fact* line. Let’s look at sentence 7. This is not a fact; it is a detail. It explains sentence 6 in greater detail. We can write *looking for more snow, rain, etc.* on an *Example/Detail* line. Would you say sentence 9 is a fact or an example or detail? Sentence 9 is a fact. It tells something that can be proven. Write the fact on the last line. There are other examples and details in the paragraph. Sentence 5 is an excellent example of one. Why? (It tells the reader a personal example of the fact on checking the roads.) Write *dad driving at 4 am* on another *Example/Detail* line. Now find one more example or detail and write it on the last line.” Check for accuracy and make adjustments if needed (students should have chosen sentences 4, 10, and 11.)

Independent Practice: “In the next set of lessons we will be writing about natural disasters. Using the prompt, write a topic sentence on the line. Then write two facts with two examples or details to go with each fact.” The students will need today’s work for tomorrow’s lesson.

Review: Share facts and details.

Closure: “Informational texts use facts, examples, and details to help the reader understand the topic.”

Answers: Answers will vary; the students’ work should include a topic sentence with clear facts, details, and/or examples that strongly support the topic.

Basic Writing Skills Road

Basic Writing Skills Lessons in Writing Highway

Opinion Writing

| | |
|----|---|
| 1 | Opinion - Identify and Write an Opinion |
| 2 | Opinion - Facts and Details |
| 3 | Opinion – Concluding Statements |
| 4 | Opinion – Transitional Words, Phrases, and Clauses |
| E1 | Evaluation - Opinion Paragraph |
| 5 | Opinion – Topic Sentence and Introductory Paragraph |
| 6 | Opinion – Expanding Paragraphs |
| 7 | Opinion – Transitional Words, Phrases, and Clauses |
| 8 | Opinion - Concluding Paragraph |
| E2 | Evaluation - Opinion |

Provided as a
sample on the
next page →

Informative/ Explanatory Writing

| | |
|----|--|
| 1 | Informative/Explanatory - Features of the Writing |
| 2 | Informative/Explanatory - Topic Sentences |
| 3 | Informative/Explanatory - Facts, Examples, Concrete Details |
| 4 | Informative/Explanatory - Definitions and Quotations |
| E1 | Evaluation - Elements of the Paragraph |
| 5 | Informative/Explanatory – Linking Ideas |
| 6 | Informative/Explanatory – Precise Language and Specific Vocabulary |
| 7 | Informative/Explanatory - Informational Text |
| 8 | Informative/Explanatory - Identifying Parts of the Writing |
| E2 | Evaluation - Informational Writing |

Narrative Writing

| | |
|----|---|
| 1 | Narrative – Story Map and Outlining |
| 2 | Narrative – Draft an Introduction |
| 3 | Narrative – Dialogue and Descriptive Words |
| 4 | Narrative – Development Through Pacing |
| E1 | Evaluation - Self Evaluation |
| 5 | Narrative –Transitional Words, Phrases, and Clauses |
| 6 | Narrative – Concrete Words, Phases, and Sensory Details |
| 7 | Narrative – Conclusion |
| 8 | Narrative – Revising |
| E2 | Evaluation - Revise and Peer Review |

Standards Plus® – Language Arts – Grade 5

Strand: Informative/Explanatory Writing **Focus:** Facts, Examples, Concrete Details **Lesson:** #3

Writing Standard: W.5.2a: 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. W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Teacher tip: In the next set of lessons students write about natural disasters. Consider having information on natural disasters available and/or doing brainstorming activities on natural disasters so students have information to use in their informational writing.

Lesson Objective: Students will identify and develop an informational topic with facts, examples or concrete details.

Introduction: “Informational writing starts with a topic sentence that states the topic and tells what the whole paper will address. The rest of the paper is devoted to developing the topic. Authors use facts, examples, and details to share information about the topic.”

Instruction: “Facts given in an informational text are true statements that can be proven. Facts are often explained or supported by examples or details. The facts are given to tell the reader about the topic, but the examples or details support the full understanding of the topic.”

Guided Practice: “On your student page is a short informational piece. We are going to read it and identify the topic and related facts, examples, or details. Let’s read the paragraph together. (read) What is the topic? (Deciding when to call a snow day.) Write the topic on the line labeled *Topic*. Now let’s look for three facts. Read the passage again and look for sentences that tell a true statement about the topic. What did you find? The third sentence is a fact because it tells that they need to check the roads. That is something you can prove. Write *test roads* on a *Fact* line. What is another fact? Sentence 6 is a fact. Write *check the weather* on the next *Fact* line. Let’s look at sentence 7. This is not a fact; it is a detail. It explains sentence 6 in greater detail. We can write *looking for more snow, rain, etc.* on an *Example/Detail* line. Would you say sentence 9 is a fact or an example or detail? Sentence 9 is a fact. It tells something that can be proven. Write the fact on the last line. There are other examples and details in the paragraph. Sentence 5 is an excellent example of one. Why? (It tells the reader a personal example of the fact on checking the roads.) Write *dad driving at 4 am* on another *Example/Detail* line. Now find one more example or detail and write it on the last line.” Check for accuracy and make adjustments if needed (students should have chosen sentences 4, 10, and 11.)

Independent Practice: “In the next set of lessons we will be writing about natural disasters. Using the prompt, write a topic sentence on the line. Then write two facts with two examples or details to go with each fact.” The students will need today’s work for tomorrow’s lesson.

Review: Share facts and details.

Closure: “Informational texts use facts, examples, and details to help the reader understand the topic.”

Answers:

Answers will vary; the students’ work should include a topic sentence with clear facts, details, and/or examples that strongly support the topic.

Standards Plus® – Language Arts – Grade 5

Strand: Informative/Explanatory Writing **Focus:** Facts, Examples, Concrete Details **Lesson:** #3

Writing Standard: W.5.2a: 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. W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

¹When a large snow storm blows in during the night, many school districts have the tough decision of closing school for a snow day. ²There are several factors that go into the decision. ³First, district officials need to check the road conditions. ⁴Many officials send drivers out onto the roads to see if they are dangerous. ⁵Last year my dad was one of the drivers who drove around at 4 am to test the roads. ⁶At the same time, the weather is being checked to see what is coming. ⁷The temperature, more snow, rain, wind, or another storm are things they are looking for. ⁸These help them in their decision. ⁹Finally, the officials need to take into consideration the neighborhoods. ¹⁰Can the buses get to the bus stops? ¹¹Are parents going to be able to drive safely and not get stuck? ¹²All these are things the school officials consider before closing school for snow.

Example: Topic: _____

Fact: _____

Example/Detail: _____

Fact: _____

Example/Detail: _____

Fact: _____

Example/Detail: _____

Directions: Using the prompt below write a topic sentence with two facts and two examples or details.

Prompt: Natural disasters are extreme, sudden events caused by environmental factors that injure people and create massive damage. Earthquakes, windstorms, floods, fires, tornadoes and hurricanes are examples of natural disasters that leave lasting damage which can require years to recover. Recovery depends on how quickly people respond, how much help they receive and who comes to their aid. Malcom Turnbull, an Australian statesman stated, "We learn from every natural disaster so we can respond better the next time."

Topic Sentence: _____

Fact: _____

Example/Detail: _____

Fact: _____

Example/Detail: _____



Conventions Court

Conventions skills lessons are included in Standards Plus® Writing Highway. These lessons support the writing journey by teaching the fundamentals of grammar, language, punctuation, and capitalization. These lessons should be integrated and taught based on your students' needs.

Conventions Topics Included:

Grammar & Usage (20 Lessons)

Knowledge of Language (8 Lessons)

Punctuation Lessons (12 Lessons)

Capitalization Lessons (8 Lessons)



Writing Process Plaza

SECOND STOP

Writing Process Plaza

Prepared with the basic skills to write a narrative, opinion, or informative/explanatory piece, the next destination is the writing process.

The writing process lessons teach students how to develop, organize, stylize, and produce clear, coherent writing for each genre. They develop and strengthen writing by planning, prewriting, drafting, editing, revising, and producing a final product. **Each set of writing process lessons includes a prompt, a graphic organizer, and a three point rubric.**

The Standards Plus Approach to the Writing Process



Learn genre elements and features



Deconstruct a prompt



Organize thoughts with a graphic organizer



Review the rubric and write first draft



Review rubric & make changes/corrections



Write final product

The **writing process lessons** follow the same step-by-step direct instruction process as the basic writing skills lessons.

Follow the Teacher Lesson Plans in your Teacher Edition.

1. Project the student page.
2. Preread the teacher lessons before you teach.
3. Read the **Introduction** aloud.
4. Read the **Instruction** aloud.
5. Read the **Guided Practice** and work through the examples.
6. Read the **Independent Practice**. You may have students complete this portion with you, with a partner, or independently.
7. Follow the directions for **Review** with your students when all students have completed Independent Practice.
8. Read or paraphrase the **Closure**. Have students summarize the important concepts or skills learned in the lesson.

Writing Process Plaza

Writing Process Lessons in Writing Highway

Opinion Writing

Provided as a samples on the next page →

| Lesson | Focus |
|--------|---------------------------------------|
| 1 | Review – Features of Opinion Writing |
| 2 | Plan – Deconstructing a Prompt |
| 3 | Prewrite – Graphic Organizer Activity |
| 4 | Draft – Rubric Review and First Draft |
| 5 | Edit – Partner Review |
| 6 | Publish – Final Draft |

Informative/Explanatory Writing

| Lesson | Focus |
|--------|--|
| 1 | Review – Features of Informative/Explanatory Writing |
| 2 | Plan – Deconstructing a Prompt |
| 3 | Prewrite – Graphic Organizer Activity |
| 4 | Draft – Rubric Review and First Draft |
| 5 | Edit – Partner Review |
| 6 | Publish – Final Draft |

Narrative Writing

| Lesson | Focus |
|--------|--|
| 1 | Review – Features of Narrative Writing |
| 2 | Plan – Deconstructing a Prompt |
| 3 | Prewrite – Graphic Organizer Activity |
| 4 | Draft – Rubric Review and First Draft |
| 5 | Edit – Partner Review |
| 6 | Publish – Final Draft |



Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 2: Plan – Deconstructing a Prompt

Teacher Note: Do not reveal the genre of the writing prompt. This is part of today's instruction. The students' pages do not indicate genre.

Lesson Objective: The students will analyze a writing prompt to determine the genre of the writing and list the requirements of the writing task.

Introduction: "Today we will analyze a prompt to determine how to approach the writing task. This is called deconstructing, or taking apart, a prompt."

Instruction: "A writing prompt describes what we need to do in a writing task. Understanding the prompt is essential to producing writing that matches the expectations of the writing task. Let's begin by reading the prompt two times. As we read, you may underline or highlight key words or phrases so you can easily refer to them later. (Read the prompt two times.) What key words or phrases did you find as you read?" Discuss the key words.

Guided Practice: "Now we need to answer the first two questions together. These questions are, *What genre of writing is this writing task?* and *How do you know?* Let's begin by identifying the genre. Can you tell from the prompt? (Discuss. The students should recognize they have been asked to write an opinion.) Let's write *opinion* on the line. Now, we need to explain how we know it is an opinion. How do you know? (Discuss. It says *opinion and reasons* in the prompt.) Write how you know it is opinion on the lines provided for you."

Independent Practice: You may have students complete this portion with you, with a partner, or on their own. "Now make a list of the things you need to be sure to do when you write your essay. Go sentence by sentence and write your list."

Review: Review the list. Have the students add anything additional they may have considered. Discuss whether or not the students' additional ideas should be included.

Closure: "Today we deconstructed a writing prompt. This is an important step when you are preparing to complete a writing task. This step helps guide everything you do in the writing task."

Answers:

1. Opinion
2. Answers will vary: *It says opinion and reasons in the prompt.*
3. Deconstructed prompt:
 - a. Read both choices and decide which one feels like the best choice.
 - b. Write an opinion essay with at least three body paragraphs.
 - c. State your opinion. Include facts, details, and examples for each reason.
 - d. Provide supporting reasons for your opinion.
 - e. Conclude by restating your opinion.

Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 2: Plan – Deconstructing a Prompt



Writing Prompt: Your class has raised enough money to either take a field trip or buy playground equipment for your class. How do you think your class should spend the money?

Write an opinion containing with at least three paragraphs. State your opinion on this subject and give reasons that support your opinion. Include facts, details, and examples to support each of the reasons you will address. Your reasons should relate to the needs of your class and your own personal preference. Conclude your essay by restating your opinion.

1. What genre of writing is this writing task?

2. How do you know?

3. Deconstruct the prompt (make a list of what you need to do):



Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 3: Prewrite – Graphic Organizer Activity

Lesson Objective: The students will discuss their opinions and supporting reasons in groups and complete a graphic organizer for their essay.

Introduction: “Today we will prepare to write the first draft of the essay using a graphic organizer.” Have students reread the prompt in the previous lesson before beginning this lesson and before all subsequent lessons.

Instruction: “A graphic organizer helps you to simplify and organize your ideas. Today you will each use a graphic organizer to plan your essays. Graphic organizers come in different forms, each one suited to organize certain types of information. They are sometimes called story maps, information maps, outlines, Venn diagrams, etc. Different genres use different types of graphic organizers. Now, you will discuss your ideas for your opinion and reasons in small groups. (Divide students into groups of 3-4 students.) There are discussion questions to help guide you. Talk about reasons from the prompt and your own reasons that support your opinions about each question.” Provide time for the groups to discuss their ideas.

Guided Practice: “Let’s look at the graphic organizer. The topic for the essay is a class purchase. There is a space for you to write your opinion statement on the topic. You will include three or more strong reasons to support your opinion. These reasons will become your body paragraphs. Each body paragraph will focus on one reason that supports your opinion. You will write a concluding paragraph that reflects the ideas you presented in your introductory paragraph. Use the spaces on the graphic organizer to record your ideas in words, phrases, and simple sentences. Remember a graphic organizer guides your writing, but it is not a writing draft.”

Independent Practice: “Complete the graphic organizer with your opinions and supporting reasons. Remember all your reasons have to support your opinion.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “Today we used a graphic organizer to prepare to write the text for your opinion essay. Tomorrow we will review the rubric that will guide your writing.”

Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 3: Prewrite – Graphic Organizer Activity



Discussion Questions:

- What did you think about the two choices for spending the money?
- What is your opinion on the topic, and what reasons do you have to support your opinion?
- Details and descriptive words you use help paint a picture for the reader. Think about words and phrases that will help your reader understand the reasons for your opinion.

| |
|---------------------------------------|
| Topic: |
| Opinion Statement: |
| Supporting Reason #1: |
| Facts & Details to Support Reason #1: |
| Supporting Reason #2: |
| Facts & Details to Support Reason #2: |
| Supporting Reason #3: |
| Facts & Details to Support Reason #3: |
| Conclusion: |



Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 4: Draft – Rubric Review and First Draft

Lesson Objective: The students will review the rubric for the writing task and write their first draft.

Introduction: “Today we will review the rubric for the writing task, and you will write your first draft.”

Instruction: “A rubric is a scoring guide for a writing piece. We have a prompt that tells us what we need to include, but the rubric tells us the quality we need to show in our writing. We will focus on the highest rubric score in our lesson today. Let’s read the qualities you need to include in your writing in order to receive the highest score. The bottom of the rubric explains how the rubric is used to rate your paper.” Review this information with students before beginning the guided practice.

Guided Practice: “Now we will go back and highlight the key points of each element in column 3, the highest score on the rubric. The first element says, *Provides a clear opinion statement that conveys the topic and is maintained throughout the entire essay*. How will you make the topic and your opinion clear to your audience? How will you maintain your opinion throughout the entire essay? (Discuss.) The second element says, *Provides at least three well-organized reasons that support the stated opinion*. The third element says, *Provides at least three logical and complete body paragraphs, each of which focuses on a single reason that supports the stated opinion*. How will you ensure that your body paragraphs are focused and complete? (Discuss.) As you read the passages in the second lesson, you highlighted key terms and ideas. How will you use this information in your essay? The fourth element says, *Concludes by restating the opinion and the supporting reasons*. Remember that your concluding paragraph should reflect your introductory paragraph. The fifth element reminds you that you need to use correct format and conventions in your writing.”

Independent Practice: “You will write two drafts of your essay. You will work with a partner after you have written your first draft to find out how you score on each element of the rubric. You will write your final draft after you have had time to consider your partner’s suggestions. It is now time for you to write the first draft of your story. Look back over the deconstructed prompt list, your graphic organizer, and the rubric to help guide your writing.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Standards Plus® Writing Highway — Opinion — Grade 5

Lesson 4: Draft – Rubric Review and First Draft



| Elements | 3 Thoroughly meets expectations | 2 Partially meets expectations | 1 Does not meet expectations |
|--------------------|--|--|---|
| Opinion | <input type="checkbox"/> Provides a clear opinion statement that conveys the topic and is maintained throughout the entire essay. | <input type="checkbox"/> Provides an opinion statement that guides the development of the essay. | <input type="checkbox"/> Provides an opinion related to the topic. |
| Reasons | <input type="checkbox"/> Provides at least three well-organized reasons that support the stated opinion. | <input type="checkbox"/> Provides reasons that support the stated opinion. | <input type="checkbox"/> Provides one or more reasons related to the topic. |
| Paragraphs | <input type="checkbox"/> Provides at least three logical and complete paragraphs, each of which focuses on a single reason that supports the stated opinion. | <input type="checkbox"/> Provides paragraphs, each of which attempts to focus on a single reason that supports the opinion. | <input type="checkbox"/> Uses paragraph format to explain the topic. |
| Conclusion | <input type="checkbox"/> Concludes by restating the opinion and the supporting reasons. | <input type="checkbox"/> Provides a conclusion. | <input type="checkbox"/> May fail to provide a conclusion. |
| Conventions | <input type="checkbox"/> Uses correct paragraph format, with appropriate sentences, capitalization, and punctuation. | <input type="checkbox"/> Uses correct paragraph format, with sentences, capitalization, and punctuation that are mostly correct. | <input type="checkbox"/> Does not use correct paragraph format; makes many capitalization and punctuation errors. |



Independent Writing Avenue

THIRD STOP

Independent Writing Avenue

The next leg of the journey takes students to independent writing.

Using the knowledge they've learned along the way, students are given three independent writing activities per genre that include a prompt, a graphic organizer, and a rubric. At times these activities require students to apply research, and use technology to develop and strengthen their writing by planning, revising, editing and rewriting. **Each independent writing activity includes a prompt, a graphic organizer, and a three point rubric.**

Each Genre Includes Three Independent Writing Activities

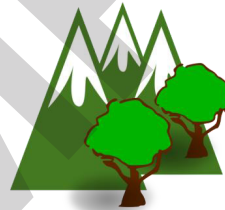
Standards Plus® Writing Highway – Grade 5

Opinion Writing Activity 3 – Prompt

Making a Choice

Your family is planning a weekend away from home. Your parents ask you, “Would you like to go to the beach or to the mountains?” Which do you prefer? Choose either the beach or the mountains for a weekend trip.

Prompt: State your opinion and provide at least three reasons to support your opinion in your introductory paragraph. Provide three supporting paragraphs that explore your reasons and are developed with facts, details, and examples. Include linking words and phrases to help your reader navigate your essay. Provide a conclusion that restates your opinion and revisits the reasons that support it.



Follow the steps of the writing process:

- **Review** – Look at your Opinion Fast Track Review Card to help you organize your writing.
- **Plan** – Using a highlighter deconstruct the prompt and highlight the rubric.
- **Prewrite** – Fill in the graphic organizer to simplify and organize your ideas.
- **Draft** – Write your draft using your rubric and ideas from your graphic organizer.
- **Edit** – Edit your draft using your partner’s comments and the rubric as a guide.
- **Publish** – Write your final draft.

Standards Plus® Writing Highway – Grade 5

Opinion Writing Activity 3 – Graphic Organizer

Topic Sentence (state your opinion):

| | | |
|----------------------------|----------------------------|----------------------------|
| Reason #1 | Reason #2 | Reason #3 |
| Supporting Facts & Details | Supporting Facts & Details | Supporting Facts & Details |
| Conclusion: | | |

Standards Plus® Writing Highway – Grade 5

Opinion Writing Activity 3 – Rubric

| Elements | 3 | 2 | 1 |
|------------------------------------|---|---|--|
| | Meets expectations | Meets some expectations | Does not meet expectations |
| Introduction | <input type="checkbox"/> Introduction clearly states the topic and an opinion. | <input type="checkbox"/> Introduction attempts to state the topic and may or may not state an opinion. | <input type="checkbox"/> Introduction does not state the topic or an opinion. |
| Organization | <input type="checkbox"/> Organizational structure clearly supports the writer's purpose. | <input type="checkbox"/> Organizational structure is unclear but attempts to support the writer's purpose. | <input type="checkbox"/> Organizational structure is lacking and does not support the writer's purpose. |
| Reasons | <input type="checkbox"/> Provides well-developed reasons that are clearly supported by facts and details. | <input type="checkbox"/> Provides some reasons that are supported by facts and details. | <input type="checkbox"/> Provides few or no reasons that are supported by facts and details. |
| Linking Words & Phrases | <input type="checkbox"/> Uses a variety of linking words and/or phrases to connect opinion and ideas. | <input type="checkbox"/> Uses some linking words and/or phrases to connect opinion and ideas. | <input type="checkbox"/> Does not use linking words and/or phrases to connect opinion or ideas. |
| Conclusion | <input type="checkbox"/> Provides a well-developed conclusion connected to the stated opinion. | <input type="checkbox"/> Attempts to provide a conclusion connected to the stated opinion. | <input type="checkbox"/> Conclusion is lacking or not connected to stated opinion. |
| Conventions | <input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors. | <input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding. | <input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding. |



Writing Performance Lesson Lane

FOURTH STOP

Writing Performance Lesson Lane

The journey continues with writing performance lessons.

These lessons require students to apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking. **Each writing performance lesson includes a prompt, a graphic organizer and a four point rubric.**

Each Genre Includes One Performance Lesson

**Standards Plus® – Language Arts – Grade 5
Performance Lesson – Strand: Writing – Narrative**

Standard Reference: W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson Objective: The students will work individually to write a narrative story about three wishes they have been granted.

Overview: Students review the elements of narrative writing.

Students will:

- Write a well-developed introduction that establishes the situation and includes the narrator and/or characters.
- Create an organizational structure that creates a clear sequence of events.
- Use narrative techniques to develop experiences/events or show characters' responses to situations.
- Use transitional words, phrases, and clauses to link the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events.
- Provide a well-developed sense of closure.

Guided Practice:

- Review all the elements of a narrative writing story and the narrative writing prompt.
- Review how to use narrative techniques (dialogue, descriptions, and pacing) in the story.
- Review transitional words, phrases, and clauses and remind students to include them in the story.
- Review how to write concrete words and phrases and sensory details to include in the story.
- Review the criteria for a 4-point rubric score.
- Brainstorm ideas.
- Have students complete the graphic organizer to develop the content and structure of the story.
 - Write a working title for the story.
 - Write a description of the setting, names of the characters, and explain the situation or problem.
 - Write 3 events that occur in the story.
 - Write a conclusion.
- Before students write their stories, have them trade your graphic organizer with a partner. Partner's should review each other's graphic organizers and share suggestions on how to clarify the ideas and/or improve the structure.

**Standards Plus® – Language Arts – Grade 5
Performance Lesson – Strand: Writing – Narrative**

Independent Practice:

- Have students use the completed graphic organizer to organize and write their stories.
- Have them write 3-5 paragraphs:
 - 1st Paragraph – Introduction.
 - 2nd-4th Paragraphs – Separate paragraph for each event with clear descriptions (will vary depending on how the student organizes the story).
 - Last Paragraph – A closure that is well-developed and follows the logical sequence of the story.

Review & Evaluation:

- Option 1: Students read their stories to a partner before making any additions or revisions. Then students trade papers with their partners and partners use the rubric to score the stories. Students then use the peer score to edit their stories.
- Option 2: Teacher collects and scores with writing rubric.
- Option 3: Writing conference with student and teacher.

Student Page 1 of 2

Standards Plus® – Language Arts – Grade 5 Performance Lesson – Strand: Writing – Narrative

Narrative Writing Prompt: We often say, “I wish I could” or “I wish for something.” Sometimes in fairy tales or other stories, wishes come true. Sometimes people ask for things for themselves and sometimes they ask for things for others. Imagine that you have been granted three wishes. What are the three wishes you would ask for and why? What do you think would happen? Write a story about being granted and making three wishes. Remember to include dialogue, descriptions, and sensory details so the story comes alive for the reader.

Narrative Story Map

| |
|------------------------------|
| Title: |
| Setting – When, Where, Time: |
| Characters: |
| Situation/Problem: |
| Event 1: |
| Event 2: |
| Event 3: |
| Conclusion or Solution: |

Standards Plus® – Language Arts – Grade 5 Performance Lesson – Strand: Writing – Narrative

5th Grade Writing Rubric Narrative

| 4 | 3 | 2 | 1 |
|--|---|---|---|
| <ul style="list-style-type: none"> Includes a clearly established situation with narrator and/or characters. Organizational structure includes a clear sequence of events. | <ul style="list-style-type: none"> Includes an established situation with narrator and/or characters. Organizational structure includes a sequence of events. | <ul style="list-style-type: none"> Attempts to establish a situation with narrator and/or characters. Organizational structure and sequence of events is unclear. | <ul style="list-style-type: none"> Does not establish a situation with narrator and/or characters. Organizational structure and sequence of events is lacking or unclear. |
| <ul style="list-style-type: none"> Uses dialogue, descriptions, and pacing to clearly develop experiences and events or clearly show characters' responses to situations. | <ul style="list-style-type: none"> Uses dialogue, descriptions, and pacing to develop experiences and events or clearly show characters' responses to situations. | <ul style="list-style-type: none"> Uses some dialogue, descriptions, and pacing to develop experiences and events or clearly show characters' responses to situations. | <ul style="list-style-type: none"> Does not use dialogue, descriptions, and pacing to develop experiences and events or clearly show characters' responses to situations. |
| <ul style="list-style-type: none"> Uses a variety of transitional words, phrases, and clauses to manage sequence of events. | <ul style="list-style-type: none"> Uses transitional words, phrases, and clauses to manage sequence of events. | <ul style="list-style-type: none"> Uses some transitional words, phrases, and clauses to manage sequence of events. | <ul style="list-style-type: none"> Does not use transitional words, phrases, and clauses to manage sequence of events. |
| <ul style="list-style-type: none"> Uses well-chosen concrete words, phrases, and sensory details to precisely convey experiences and events. | <ul style="list-style-type: none"> Uses concrete words, phrases, and sensory details to convey experiences and events. | <ul style="list-style-type: none"> Attempts to use concrete words, phrases, and sensory details to convey experiences and events. | <ul style="list-style-type: none"> Does not use concrete words, phrases, and sensory details to convey experiences and events. |
| <ul style="list-style-type: none"> Provides a clear sense of closure that follows a logical sequence. | <ul style="list-style-type: none"> Provides a sense of closure that follows a logical sequence. | <ul style="list-style-type: none"> Attempts to provide a sense of closure that follows a logical sequence. | <ul style="list-style-type: none"> Sense of closure that follows a logical sequence is lacking. |
| <ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes no errors. | <ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes few errors that do not interfere with understanding. | <ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes several errors that may interfere with understanding. | <ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes many errors that interfere with understanding. |



Integrated Writing Project Place

FIFTH STOP

Integrated Writing Project Place

Nearing their final destination, students work on an integrated writing project.

This project compels students to conduct longer range research so they can routinely write coherent, substantial, and factual compositions. **The integrated writing project includes a prompt, a graphic organizer, and a four point rubric.**

Standards Plus® – Language Arts – Grade 5
Integrated Project: *Write All About It!***Prerequisite Common Core Standards Plus Strands:**

Grammar and Usage, Writing

Project Objective:

In this project, the students will write three pieces of text on the same subject. They each will write an opinion piece, an informative/explanatory piece, and a narrative piece, using correct grammar and usage throughout all three pieces.

Project Description:

In this project, the students will investigate a single topic. They each will write an opinion piece that takes a stand on the topic and includes strong reasons to support the stated opinion. They will write an informative/explanatory piece that cites information from sources and develops the topic. They will write a narrative piece (prose or poem) that is closely related to the topic of study. Since this is a learning activity, all components will be completed in class.

Project Components:

- Selecting a topic to study (Options 1 and 2)
- Designing the research
- Writing an opinion piece
- Writing an informative/explanatory piece
- Writing a narrative (prose or poem) piece
- Editing and revising for grammar and usage
- Publishing the work

**Common Core Standards Plus® – Language Arts – Grade 5
Integrated Project #2: *Write All About It!***

Opinion Writing – Graphic Organizer

| | | | |
|--|----------------------------------|----------------------------------|----------------------------------|
| Opinion Statement (Topic Sentence): | | | |
| Reasons | Detail, Fact, Explanation | Detail, Fact, Explanation | Detail, Fact, Explanation |
| Supporting Reason 1 | | | |
| Supporting Reason 2 | | | |
| Supporting Reason 3 | | | |
| Concluding Statement (Revisits the stated opinion): | | | |

Opinion Writing – Rubric

| Score of 4 | Score of 3 | Score of 2 | Score of 1 |
|--|---|--|--|
| <ul style="list-style-type: none"> The student's topic is clearly and closely related to the overall topic of study. The student introduces the topic by clearly stating his/her opinion about the topic. The student provides an organized written piece that includes strong reasons, facts, and details that support the stated opinion. | <ul style="list-style-type: none"> The student's topic is clearly related to the overall topic of study. The student introduces the topic by stating his/her opinion about the topic. The student provides an organized written piece that includes reasons, facts, and details that support the stated opinion. | <ul style="list-style-type: none"> The student's topic is somewhat related to the overall topic of study. The student states his/her opinion about the topic. The student provides a written piece that includes some reasons, facts, and details related to the topic. | <ul style="list-style-type: none"> The student's topic may not be related to the overall topic of study. The student may not state his/her opinion about the topic. The student provides a written piece that includes one or few reasons, facts, and details related to the topic. |

Standards Plus Support & Training

**Ensure your
implementation is
a success with
Standards Plus
Support and Training**



All purchases include:

Webinar training

English Learners support materials

Also available:

Onsite training

Contact us for more information

Standards Plus Nonprofit Mission



Our nonprofit organization was founded in 2003 by a group of educators who successfully designed and implemented the Standards Plus Program in a large urban school district. The district was awarded national recognition for increasing student achievement and narrowing the learning gap in a low performing district.

Our mission is to:

- **Provide materials that are proven effective.**
- **Increase student achievement.**
- **Use funds to continue research and development.**



WRITING HIGHWAY

Available
for grades
2-8

**Avoid bumps in
the road on your
students' journey to
proficient writing.**

Standards Plus® Writing Highway
teaches each step of the writing process
with targeted lessons that guide your
students from the fundamentals of
writing to independent writing.



Fundamentals
of Writing



The Writing
Process



Application of
the Writing
Process



Independent
Writing

***Includes teacher and student friendly resources that directly teach
Opinion/Argument, Informative/Explanatory, & Narrative Writing:***

- Fast track to writing cards
- Basic writing skills lessons
- Writing process lessons
- Independent writing activities
- Conventions support lessons
- Rubrics
- Prompts
- Graphic Organizers
- Conventions review tune-ups
- Highlighters (for a limited time only)

Available now for \$12.95 per student or as an add-on to the Standards Plus full-year program for \$5 per student. Call 1-877-505-9152 to learn more.