Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCR Anchor Standard:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Understanding from the Standard

a. 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.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

Academic Vocabulary

- **Clause***
- **Informative/explanatory writing***
- **Narrative Writing***
- **Opinion***
- Topic
- Opinion
- Argument
- Organizational structure
- Logical
- Transitions
- Reasons
- Phrases
- Concluding statement

Content Elaborations

Writers will construct opinion paragraph and multi-paragraph responses that include reasons and information using citations from texts to support the writer's purpose and point of view. Student writing will have an organizational structure that includes an introduction, transitional phrases that support logical grouping of ideas, and a conclusion related to the opinion.

Next Grade Level Progression Statement

In the next grade level, students are expected to construct organized arguments with a clear thesis, clearly-defined claims, and evidence-based supports. They are also expected to construct organized informative/explanatory writing that examines a topic as well as construct engaging narrative writing that develops real or imagined experiences.

Question Ideas

- What is your writing about? How will you support your opinion?
- What reasons do you state to explain your opinion?
- What facts and details have you included that support your opinion?

- Should your reasons be placed in a specific order? Why or why not?
- Did you support your opinion with evidence? Is your writing logical?
- Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C Samples of Student Writing: Examples of Grades 4-6 Argument (Opinion) writings with annotations can be found on pages 26-27 and 37-40.

Ohio's Model Curriculum Instructional Supports

Strategies: Color Coding an Option

Color Coding an Option

The following strategy is helpful to use prior to having students write an opinion piece. Students need to see samples of opinion writing as well as modeled examples before they are equipped to write opinion pieces. Students are provided with a sample piece of writing where an opinion is stated and a color coding system is created (ex: blue-opinion statement, yellow-reason #1 and evidence supporting opinion, pink- reason #2 and evidence supporting opinion).

Resources: *Ohio's Learning Standards for English Language Arts* Appendix C

Ohio's Learning Standards for English Language Arts Appendix C*: Samples of Writing Samples*, p.30-37 offers illustrative writing samples for teachers and students to examine.

W.4.1 (Prior Grade Standard)	W.6.1 (Future Grade Standard)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	**Write arguments to support claims with clear reasons and relevant evidence.** a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR Anchor Standard:

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Understanding from the Standard

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and domain- specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information

Academic Vocabulary

- Topic
- Formatting structure
- Observation
- Logical
- Focus
- Multimedia
- Categories
- Precise language
- Domain-specific vocabulary
- Concluding statement

Content Elaborations

Writers will construct informative/explanatory paragraphs and multi-paragraph responses that examine a topic and convey ideas clearly. Students will concisely introduce topics, group related information logically, including formatting with headings, illustrations, and multimedia tools, if needed. The response will develop the topic with facts, definitions, concrete details, quotations, or other information and examples that are related. Writers can choose to use multiple text structures in their writing, such as problem/solution, cause/effect, chronological, description, or compare/contrast.

Next Grade Level Progression Statement

In the next grade level, students are expected to construct organized arguments with a clear thesis, clearly-defined claims, and evidence-based supports. They are also expected to construct organized informative/explanatory writing that examines a topic as well as construct engaging narrative writing that develops real or imagined experiences.

Question Ideas

- How will you introduce the topic?
  How will you organize and group your information?
- How will you narrow the focus of your writing?
- What do others say about your topic? Include quotes from the text.

- Are there illustrations or other media you can use as a source to make your text easier to understand?
- What relevant facts support the topic?
- What other details, facts, definitions can be added to your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – An example of a Grade 5 Informative/Explanatory writing with annotation can be found on pages 30-31. In this writing sample, the student wrote an informative report in response to Roald Dahl's stories.

Ohio's Model Curriculum Instructional Supports

Strategies: Graphic Organizers

Graphic organizers help writers collect and organize evidence and reasoning. For opinion pieces, students could draw a four-square chart, in which they devote a box to introduction, reason #1 with evidence, reason #2 with evidence, and a conclusion. A similar graphic organizer could be used for informational/explanatory writing.

Resources: *The Writing Strategies Book* by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

W.4.2 (Prior Grade Standard)	W.6.2 (Future Grade Standard)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** a. Establish a thesis statement to present information. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.3

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

CCR Anchor Standard:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Understanding from the Standard

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Academic Vocabulary

- **Transitions***
- Narrative
- Narrator
- Sequence
- Character
- Description
- Behaviors
- Responses
- Dialogue
- Concrete words
- Sensory detail
- Conclusion

Content Elaborations

Writers will construct narratives based on real or imagined experiences with characters and events in sequential order. Narratives should have a clear, well-paced plot that includes an exposition, rising action, climax, falling action, and resolution. The writing should also set the scene for the reader by introducing the narrator, characters, and the event/situation that initiates the story. Writing should be enhanced by the use of dialogue, sensory details, varied sentence structure, concrete details, and showing how characters respond to situations.

Next Grade Level Progression Statement

In the next grade level, students are expected to construct organized arguments with a clear thesis, clearly-defined claims, and evidence-based supports. They are also expected to construct organized informative/explanatory writing that examines a topic as well as construct engaging narrative writing that develops real or imagined experiences.

Question Ideas

- Who is telling the story?
- What is the problem in the story?
- Describe how _____felt when_____.
- What happened after _____?
- What if _____would have happened first? How would that affect the plot?
- What problems will the characters face in the story?

- What actions will the characters take in response to the events in the story?
- How does the character change throughout the story?
- What events will lead to the conclusion/resolution of your story?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – An example of a Grade 5 Narrative with annotation can be found on pages 32-37. In this writing sample, the student wrote a narrative titled *Getting Shot and Living Through It.*

Ohio's Model Curriculum Instructional Supports

Strategies: My life at Age 30

My life at Age 30
Have students write a narrative about what their life will be like at age 30. Be sure to have them answer what career they are in, where they live, what they drive, as well as any other personal information they may want to include.

Resources: *The Big Book of Details* by Rozlyn Linder
Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing…do this" strategies for teachers. It also has a section for students "if you want to...try this."

W.4.3 (Prior Grade Standard)	W.6.3 (Future Grade Standard)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR Anchor Standard:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Understanding

- Produce writing that is clear and understandable to the reader.
- Reflect the task and purpose in the organization and development of a topic.
- Write in a logical, sequential manner.
- Have a large body of known words so they can choose words that will help make meaning clear.
- Understand and use organizational structure such as comparing and contrasting, problem/solution, etc.

Academic Vocabulary

- Task
- Purpose
- Audience
- Organize
- Edit
- Revise
- Details

Content Elaborations

Based on the task, purpose, and audience, students can determine the appropriate text structure(s) for their writing. Students will compose a clear and logical piece of writing that demonstrates their understanding of a specific writing type (i.e. opinion, informative/explanatory, narrative).

Next Grade Level Progression Statement

In the next grade level, students are expected to produce clear, coherent writing that is appropriate to the audience and the task. They are also expected to obtain support from peers and adults (as needed) when they develop, revise, and edit their writing. In addition, students are also expected to use technology and the Internet to publish writing and interact with peers. Students at this level will demonstrate a sufficient command of keyboarding.

Question Ideas

- Are you writing to tell a story or to help someone
- learn more about____?
- What form of writing does the prompt call for?
- Who is the audience?
- What is the text structure?

- Is there a thinking map or graphic organizer you can use to help organize your writing?
- What facts, events, dialogue, examples are you including that will help make your writing clearer?
- Does your writing move the reader easily from one part to another?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Color Coded Revision

Students can edit and peer edit writing using a color-coding system that helps students focus on one grammatical error at a time. For example, students may use a red colored pencil to look only for capitalization errors. After examining the text with one color, they can move on to another color and error. To differentiate, reduce the number of errors and add more as students become proficient.

Resources: *The Writing Strategies Book* by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

W.4.4 (Prior Grade Standard)	W.6.4 (Future Grade Standard)
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR Anchor Standard:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Understanding

- Develop revising and editing skills.
- Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.
- Know different ways to expand, combine and vary sentences.
- Know how to use the stages of the writing process.
- Rearrange or edit unnecessary information.
- Be familiar with editing tools such as checklists and handbooks
- Seek guidance from peers to help add precise language/ideas to writing.

Academic Vocabulary

- **Revise***
- **Edit***
- **Publish***
- Rewrite

Content Elaborations

Writers will use prewriting strategies to formulate ideas (i.e. graphic organizers, brainstorming, lists). Students should recognize that producing a well-developed piece of writing might require more than one draft. They can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. Students will edit their writing by checking for errors in grammar and mechanics, and recognize when revising, editing, and rewriting may not be enough and a new approach may be required.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce clear, coherent writing that is appropriate to the audience and the task. They are also expected to obtain support from peers and adults (as needed) when they develop, revise, and edit their writing. In addition, students are also expected to use technology and the Internet to publish writing and interact with peers. Students at this level will demonstrate a sufficient command of keyboarding.

Question Ideas

- What will you use to help organize your ideas?
- Which would be the best topic/thesis statement?
- What is the best title for this selection?
- Rewrite this so that the ideas/details are clearer?
- Which sentence/paragraph can best be added?
- Which sentence would be the best topic sentence?

- You have tried organizing your writing this way; have you thought of using another approach?
- Did you share your ideas and thoughts with your group?
- What feedback did they give you? How did you apply the feedback?
- Is there a better way to start or end your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: PQP- Praise, Question, Polish

The PQP (Praise, Question, Polish) revising strategy is appropriate for a second round of revision and editing during which students work with one another. A peer editor reads the author's paper (or the author reads it aloud to the editor) and marks parts of the paper that are interesting or confusing and the author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects to not make a requested or suggested modification, the student should be expected to adequately justify that decision.

Resources: *The Writing Strategies Book* by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

W.4.5 (Prior Grade Standard)	W.6.4 (Future Grade Standard)
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.6

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, while demonstrating sufficient command of keyboarding.

CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Understanding

- Use technology for producing and publishing writing.
- Use a standard keyboard and know some of the basic
- functions
- Access the Internet as part of a group task
- Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up.
- Know how to save documents on the computer.
- Understand how to use search engines on the Internet.

Academic Vocabulary

- Collaborate
- Publish
- Edit
- Digital
- Document
- Format

Content Elaborations

Students can identify the appropriate technology, including the Internet, which will assist them in producing, editing, and publishing their writing. Writers will also collaborate with their peers, teachers, and others to produce and publish their writing. They will demonstrate sufficient keyboarding skills to compose and prepare writing for publication. Teachers should give students many opportunities to increase their familiarity with the keyboard and to practice these common keyboarding skills in the context of the writing task.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce clear, coherent writing that is appropriate to the audience and the task. They are also expected to obtain support from peers and adults (as needed) when they develop, revise, and edit their writing. In addition, students are also expected to use technology and the Internet to publish writing and interact with peers. Students at this level will demonstrate a sufficient command of keyboarding.

Question Ideas

- What software would you use to create this document?
- Where/how will you save your document?
- How do you spell check a document?
- How do you access _____?
- How would you find _____ on the Internet?

- How did your group divide up the responsibilities for
- the task?
- What online resources might you use to help write your paper?
- How will you use technology to collaborate on your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Color Coded Revision

Students can edit and peer edit writing using a color-coding system that helps students focus on one grammatical error at a time. For example, students may use a red colored pencil to look only for capitalization errors. After examining the text with one color, they can move on to another color and error. To differentiate, reduce the number of errors and add more as students become proficient.

Resources: *The Writing Strategies Book* by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

W.4.6 (Prior Grade Standard)	W.6.6 (Future Grade Standard)
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, while demonstrating sufficient command of keyboarding skills.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCR Anchor Standard:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Understanding

- Research a topic through investigation.
- Exploring a topic in greater detail by developing a research question that helps bring focus to the topic.
- Use of key words for Internet searches
- Know how to cite a variety of sources
- Know the organizational structures used when writing a research project.
- Synthesize information from various perspectives or authors.
- Create a bibliography.

Academic Vocabulary

- Investigate
- Research
- Topic
- Digital
- Synthesize
- Bibliography

Content Elaborations

Writers will be able to explain how research is different from other writing. Students will also be able to focus their research around a provided focus question or will generate their own focus question. Students will choose from several sources, both print and digital, and gather information to answer their research question. Students will analyze the information found in their sources and determine if it provides enough support to answer their question(s).

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct research projects by gathering information from multiple sources. They are also expected to categorize information, quote, and paraphrase while avoiding plagiarism, and provide a bibliography for sources. Students will apply grade 6 reading standards from literature and informational texts to support analysis, reflection, and research.

Question Ideas

- What sources could you use to investigate _____ and write about it?
- What question does your research report answer?
- What online sources will you use?
- Will you be able to finish this research in one or two periods?

- Did you research both the positive and negative sides of the issue?
- How will you keep track of the sources you use?
- Which bibliography entry is cited correctly?
- How do you cite a bibliography entry for a _____?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Red Light, Yellow Light, Green Light

The Internet helps writers find information fast. Internet users need to evaluate the websites and information they gather before using it to collect research information. However, students need to know if the websites are valid and reliable.
- Green means, "go", the website has valid information and is from a reliable source.
- Yellow means "caution", not all pieces of information on the form have been located, but much of it looks good.
- Red means, "stop", there are too many unknowns about this website and it is not to be used.

Resources: *The Big Book of Details* by Rozlyn Linder

Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing...do this" strategies for teachers. It also has a section for students "if you want to...try this."

W.4.7 (Prior Grade Standard)	W.6.7 (Future Grade Standard)
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

CCR Anchor Standard:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

Essential Understanding

- Locate information from print and digital sources.
- Take notes, organize their information into categories, and list their sources.
- Organize thoughts to focus on a topic
- Know how to research a topic using various sources.
- Generate questions to continue to write on a topic for an extended amount of time.
- Know how to conclude different types of writings.
- Know that a research paper has an introduction, a body, and a conclusion.

Academic Vocabulary

- Recall
- Summarize
- Gather
- Paraphrase
- Digital
- Analyze

Content Elaborations

Writers will gather information from multiple sources (i.e. digital, print, interviews, and personal experiences) and interpret the relevance of the information to the research topic. Students will take notes on the relevant information and summarize their learning by paraphrasing. At the conclusion of research, students will also provide a list of sources used in their research.

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct research projects by gathering information from multiple sources. They are also expected to categorize information, quote, and paraphrase while avoiding plagiarism, and provide a bibliography for sources. Students will apply grade 6 reading standards from literature and informational texts to support analysis, reflection, and research.

Question Ideas

- Ask yourself, "How does this support my topic?"
- Is this information important to your research?
- How do you know the source is credible?
- How did you determine if this information is relevant to your topic?
- How do you cite sources

- Where can you find information about how to cite Internet sources?
- What do you need to do if you are using the author's exact words?
- Can you say that using your own words?
- How is a digital source cited differently than a printed source?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Text Talkers

Remind your students of evidence based terms to use when talking and writing about their reading. These sentence starters give students a head start on how to begin their thinking and use text-based language when orally citing evidence from the text. • In the text, it says… • According to the passage… • Paragraph 6 of the text notes… • The author says…

Resources: *The Big Book of Details* by Rozlyn Linder

Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing…do this" strategies for teachers. It also has a section for students "if you want to...try this."

W.4.8 (Prior Grade Standard)	W.6.8 (Future Grade Standard)
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.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR Anchor Standard:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Understanding from the Standard

a. 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).
b. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].

Academic Vocabulary

- Evidence
- Analyze
- Reflect
- Research
- Compare
- Contrast
- Character
- Setting
- Event
- Drama

Content Elaborations

Students' research is effective when it presents an answer to the question, demonstrates an understanding of their inquiry, and properly cites the information gathered from multiple sources. Students will incorporate text-based evidence to support their perspective (informational texts) and point of view (literary texts).

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct research projects by gathering information from multiple sources. They are also expected to categorize information, quote, and paraphrase while avoiding plagiarism, and provide a bibliography for sources. Students will apply grade 6 reading standards from literature and informational texts to support analysis, reflection, and research.

Question Ideas

- After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content).
- After reading or researching _____ (literary or informational text/s), write _____ (product) in which you describe _____ (content).

- After researching _____ (informational text/s), write _____ (product) in which you describe _____ (content).

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Evidence Scavenger Hunt

When drawing evidence from text, students are expected to go beyond describing or repeating the information by analyzing, reflecting, and or using it. A fun way to have students find evidence in a text is to make it a game or "scavenger hunt." The questions asked on the hunt will determine the level of thinking required. Begin these challenges with the literal, where students can find nearly the exact words of the challenge in the text, and move on to the interpretive, where they need to infer meaning from the text.

Resources: *The Writing Strategies Book* by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

W.4.9 (Prior Grade Standard)	W.6.9 (Future Grade Standard)
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards 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]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**Draw evidence from literary or informational texts to support analysis, reflection, and research.** a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Writing
Grade 5

W.5.10

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.

CCR Anchor Standard:

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 tasks, purposes, and audiences.

Essential Understanding

- Produce numerous pieces of writing over various time frames
- Know the audience.
- Organize thoughts to focus on a topic
- Know how to research a topic using various sources.
- Generate questions to continue to write on a topic for an extended amount of time.
- Know how to conclude different types of writings.
- Know that a research paper has an introduction, a body, and a conclusion.

Academic Vocabulary

- Purpose
- Task
- Audience
- Revise
- Research
- Reflect
- Summarize
- Graphic Organizer

Content Elaborations

Writers will recognize that different writing tasks require varied time frames to complete. For example, journal writing will likely require less time to produce than research. Students can determine the appropriate writing format or style to fit the task, purpose (to inform, describe, persuade, entertain, convey an experience, respond to and analyze a text), and audience for which they are writing.

Students will write routinely and produce numerous pieces (both short and long) over the course of the year. The duration of the writing pieces will vary from quick written responses to pieces of writing taken through the entire writing process.

Next Grade Level Progression Statement
In the next grade level, students are expected to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Question Ideas

- How did you pick your topic?
- How will you organize your thoughts? (graphic organizers, Thinking Maps)
- Today you will have ____ minutes to write about...
- Where will you find your sources? Do you have a variety of sources from which you can pull information?

- Did you think about your audience when you were writing?
- Did you edit and revise your writing using the proofreading checklist?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Use Color Coding

When taking/combining notes from several different sources about one topic in one document, use a different color for each source. This makes it easier to cite which information came from which source when creating a final product/piece. (Example: blue pen=source 1, red pen= source 2, green=source 3, etc.)

Resources: *The Big Book of Details* by Rozlyn Linder

Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing…do this" strategies for teachers. It also has a section for students "if you want to...try this."

W.4.10 (Prior Grade Standard)	W.6.10 (Future Grade Standard)
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.	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.