

Writing Strand	Performance Standard Reference <i>*Assessed Locally</i>	Six-Trait Reference	GRADE 5: WRITING Grade Level Expectations	SBA Emphasis
Write Using a Variety of Forms	PS W2.1		<b>The student WRITES ABOUT A TOPIC. Student can:</b>	50-57%
	[5] 2.1.1	O, I/C	Write more than one paragraph stating and maintaining a focused idea and including details that support the main idea of each paragraph.	
	[5] 2.1.2*	O	Use paragraph form: indent or use paragraph breaks.	
	[5] 2.1.3*	O, I/C	Organize ideas logically to establish clear relationships within and between paragraphs (e.g., use transition words or phrases that reveal order or chronology).	
	[5] 2.1.4	O	Write a concluding statement.	
	PS W2.2		<b>The student WRITES FOR A VARIETY OF AUDIENCES. Student can:</b>	
	[5] 2.2.1	O, I/C	Write an understandable story that incorporates setting, character, and basic plot.	
	[5] 2.2.2	All	Write in a variety of non-fiction forms using appropriate information & structure (i.e., step-by-step directions, descriptions, observations, report writing).	
	[5] 2.2.3*	V	Use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, lyrics).	
Structures and Conventions	PS W2.3		<b>The student uses CONVENTIONS OF STANDARD ENGLISH to write and edit. Student can:</b>	22-27%
	[5] 2.3.1*	SF	Vary the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing.	
	[5] 2.3.2	C	Identify/correct mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, contractions).	
	[5] 2.3.3	C	Identify/correct errors in punctuation (i.e., end of sentence, commas in dates, salutations & closings in letters, commas in a series) and capitalization.	
	[5] 2.3.4*	SF, C	Identify/correct mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives).	
Revise	PS W2.4		<b>The student REVISES WRITING. Student can:</b>	22-26%
	[5] 2.4.1	I/C, O	Rearrange and/or add details to improve focus, to support main ideas, and to make sequence clear.	
	[5] 2.4.2*	All	Give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics).	
Cite Sources	PS W2.5		<b>The student DOCUMENTS SOURCES. Student can:</b>	0%
	[5] 2.5.1*	I/C	Give credit for other's ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist).	
Uses Resources	PS W2.6		<b>The student USES RESOURCES. Student can:</b>	0%
	[5] 2.6.1*	C, P	Use dictionary to look up spelling or definitions of words or use software programs to correct misspellings.	
	[5] 2.6.2*	WC	Use thesaurus to find synonyms for common words.	
	[5] 2.6.3*	P	Write using a word processor.	

Six-Trait Reference: I/C=Ideas & Content; O=Organization; V=Voice; SF=Sentence Fluency; WC=Word Choice; C=Conventions; P=Presentation