Georgia Performance Standards Framework for ELA Unit 2 – 5th Grade

Grade: 5
Topic: Writing to a prompt

Instructional unit: Unit 2 “Communicating My Ideas; Developing Self-Expression in Writing”
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The task: The teacher begins the discussion of writing to a prompt by stating that students across the country are being asked to demonstrate their writing skills on high-stakes tests. The teacher tells students that several key components are essential when addressing a prompt:

1. Understanding direction words – review common direction words and their definitions. Describe – Paint pictures with words. Explain – Give reasons and examples. List – Make a list. Compare – How are they alike? Contrast – Look for differences. Persuade – Convince someone by supplying reasons and examples. The teacher can chart the direction words and key components to post for reference or students can copy them in their sourcebooks.

2. Reading actively – Have students circle key words (may use highlighter or colored pencils) and number the parts of the prompt that require a response.

3. Writing a topic sentence – Show students that the prompt can be reworded to create a topic sentence.

4. Adding details – Details must be added to answer the prompt.

5. Sentence structure – Teach students how to vary sentence beginnings; sentence beginnings should not be repetitive.

6. Word choice – Wording should be specific, creative, or precise. Teach students to use a thesaurus to find the “perfect” word.

The teacher will model writing to a prompt (My Favorite Month) using the key components outlined in this task along with input from the class. Students may practice in small groups writing to a prompt. The teacher will have narrative, informational, and persuasive writing centers with several prompts from which the students can choose. After choosing a prompt, the students use a teacher-made (see attached) graphic organizer to analyze the prompt and decide how they need to respond. Once students are firm on analyzing a prompt, they may practice independently.

Differentiated Instruction:
- Teacher will review with students how to use a thesaurus. Teacher will give students various words to look up in order to find synonyms and antonyms.

Modifications/Accommodations:
- Students will copy key components to writing to a prompt to have as a guide.
  - Teacher will give students examples for how to add details
  - Teacher will demonstrate using student input various ways to structure sentences.
  - Teacher will chart a list of creative words generated by the students; they can use the list as a guide.
Focus Standard:
ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
b. Writes texts of a length appropriate to address the topic or tell the story.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

ELA5W2 The student demonstrates competence in a variety of genres.
The student produces informational writing (e.g., report, procedures, correspondence) that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Develops a controlling idea that conveys a perspective on a subject.
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
d. Includes appropriate facts and details.
e. Excludes extraneous details and inappropriate information.
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

ELA5W2 The student produces a persuasive essay that
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. States a clear position in support of a proposal.
c. Supports a position with relevant evidence.
d. Creates an organizing structure appropriate to a specific purpose, audience, and context.
e. Addresses reader concerns.
f. Excludes extraneous details and inappropriate information.
g. Provides a sense of closure to the writing.
h. Raises the level of language using appropriate strategies (word choice).
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ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
c. Uses and identifies verb phrases and verb tenses.
d. Recognizes that a word performs different functions according to its position in the sentence.
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

Circumstances of the assignment/Notes to the Teachers: On the 5th Grade Georgia Writing Assessment, students are required to write a narrative, informational, or persuasive essay. The main purpose of this task is to teach the student how to analyze the prompt. Prior to each genre study (narrative, persuasive, informational), students should write to a prompt. The teacher will score the students’ paper using the state writing rubric. Based on the results, the teacher will guide instruction to address students’ needs. Upon completion of instruction in the particular writing genre, the students will again write to a prompt. The teacher will again score the students’ writing using the state scoring rubric to determine effectiveness of instruction and the students’ ability to write addressing the prompt.