

Writing Rubrics Fifth Grade

GLCE WGN05.01/02/03/04	1. Develops and publishes writing pieces attending to specific features of the particular genres/ forms being used.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Minilessons (Reading and Writing) • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (5-7, 17) Narrative Writing (2, 5, 7- 9, 11, 12), Essay (1-3,8,16), Fiction (6,9), Literary Essay (7-12, 14), Memoir (2,6,9,14) • Genre Studies: Personal Narrative (Immersion), Feature Article Power Points (1- 9,11), Historical Fiction (1-8, 13, 14), Poetry 		<ul style="list-style-type: none"> • Writing Samples • Observation • Partner Conversations and whole Group Sharing • Conferences • Genre Study/ Unit of Study Rubric • Use individual genre GLCEs (01-04) in planning units and creating rubrics
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try suggested structures that are appropriate for specific genre being used. • Use scaffolding to try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Use suggested strategies to write more cohesive pieces. • Use teacher feedback to choose appropriate topics for genres/ forms. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Apply classroom learning to choose a structure that is appropriate for specific genre being used. • Try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Apply strategies to write more cohesive pieces. • Choose appropriate topics, keeping genre/ form in mind. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Choose a structure that is appropriate for specific genre being used. • Develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Write cohesive pieces. • Have a well-selected small group of topics and write about them in different ways.

<p>GLCE WPR.05.01/ WPS.05.01</p>	<p>2. Exhibits a personal style/ voice while considering audience and purpose.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (3, 6, 9), Narrative Studies (2-5, 9), Essay (1,4-6, 15), Fiction (1-5,8-12), Literary Essay (3, 6-14), Memoir (1,3,5,6,9,11,12) • Genre Studies: Personal Narrative Prewriting), Feature Article Power Points (3-6,8), Historical Fiction (1-4, 7,8), Poetry (10,16,17,18) • General Observations • Partner conversations and whole group sharing • Conferences • GLCE-specific style suggestions for fifth grade: replicating author style/pattern, personification, humor, element of surprise, emotional appeal, strong opinion, credible support. 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces • Observation • Partner Conversations and whole Group Sharing • Revisions students make • Conferences
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Find engaging topics. • Become aware of audience and purpose. • Change non-specific word choices to communicate ideas more clearly. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Write honestly and is engaged with the topic. • Seems aware of audience and purpose, but may not always make the most effective choices. • Use adequate word choice to communicate ideas. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Write honestly in a personal, engaging way and show a strong commitment to the topic. • Show an understanding of audience and purpose. • Uses precise word choice to effectively communicate ideas.

<p>GLCE WPR.05.02</p>	<p>3. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, that help him/her generate, sequence, and structure ideas.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launching (1-6, 8,10-12), Personal Narrative (1-3, 5), Essay (1,2,6,7,15), Fiction (1-5, 12), Literary Essay (1-6, 8-12), Memoir (1-5, 11,12) • Notebook Strategies: <ol style="list-style-type: none"> 1. Place to grow and develop ideas. 2. Place to revisit to find topics for writing projects. 3. Place to try writing techniques/ classroom teaching. 4. Place to play with structure, or try graphic organizers (ex. timeline or story mountain). • Working with a writing partner • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (4-7), Historical Fiction (1-9), Poetry (5, 6-8, 13,14) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces • General Observations • Partner conversations and whole group sharing • Conferences • Observe GLCE-specific pre-writing suggestions for fifth grade: maps, webs, Venn diagrams to meet needs for role and relationship of characters, setting, ideas, sequencing, relationship of theory/ evidence, and compare/contrast.
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Go back to an idea and develop it further in the notebook. • Try suggested pre-writing strategies or graphic organizers to better meet their needs for a particular project. <p>* Student will need extra help and direction to develop ideas.</p>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use notebook as an effective writing tool. • Can try multiple, appropriate pre-writing strategies or graphic organizers to meet their needs for a particular project but may need suggestions. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Use notebook as an effective writing tool. • Can use multiple, appropriate pre-writing strategies or graphic organizers to meet their needs for a particular project.

<p>GLCE WPR.05.03</p>	<p>4. Drafts focused ideas and composes mechanically sound paragraphs to clearly communicate information and ideas.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (8,10,12-14), Personal Narrative (3-10), Essay (9,13,14), Fiction (6,7,10,11,14), Literary Essay (4-14), Memoir (4,6,11,12,14) • Rubrics and Revision Checklists/ Class Charts • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6,7,9,10), Historical Fiction (3-9) Poetry (9, 12) • Review GLCE Strategies from previous grade levels: multiple sentences to speed up reading, varying patterns, and text structures (compare/contrast, cause/effect, problem/ solution). 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation • Partner conversations and whole group sharing • Revisions students make • Conferences
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try using paragraphs to structure writing. • Try maintaining focus throughout the piece, learning to take away information that does not further the purpose of the writing. • Recognize the importance of maintaining focus is important in both narrative and expository text. • Take suggestion to try linguistic structures and textual features to communicate clearly. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use paragraphs to structure writing. • Generally maintain focus throughout the piece, learning to only share information that furthers the purpose of the writing. • Begin to understand how maintaining focus varies in narrative and expository text. • Try to use linguistic structures and textual features to communicate clearly. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Structure writing with paragraphs • Maintain focus throughout the piece, only sharing information that furthers the purpose of the writing. • Understand how to maintain focus in both narrative and expository text. • Use linguistic structures and textual features to communicate clearly.

<p>GLCE WPR.05.04</p>	<p>5. Gives specific advice to others to help improve their writing and revises own drafts based on feedback and self-evaluation.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (4,6,9,13-16), Personal Narrative (4, 6-12), Essay (10, 12-13), Fiction (6-8,10-14), Literary Essay (2, 6,7,13,14), Memoir (2, 4,6-8, 11-14) • Rubrics and Revision Checklists/ Class Charts • Revision Strategies Include: Adding on, Taking away, Moving around, Developing Beginning/middle/end, changing leads or endings, Clarity (does it make sense?), Focus, Connecting the Beginning to then ending, Show not tell, Furthering the purpose of your writing, Transitions, Sequencing/ Organization, Effective Dialogue, Effective Word Choice • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6-11), Historical Fiction (3,5,7-14) Poetry (19,20) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation • Partner conversations and whole group sharing • Revisions students make • Conferences • Observe GLCE-specific revision suggestions for fifth grade: identifying sections to improve organization and flow of ideas such as: position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs.
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Apply revision strategies. • Take suggestions for revision and try to apply them to his/her piece. • Understand why and where improvements can be made. Students may need teachers to point out and provide explanations for revision strategies. • Try to revise while drafting as well as with a completed draft. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Apply a variety of revision strategies to further the purpose of his/her writing. • Take suggestions for revision and apply them to his/her piece. • Sometimes identify areas that need improvement. • Revise while drafting as well as with a completed draft. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Apply an effective repertoire of revision strategies to further the purpose of his/her writing. • Take suggestions for revision and applies them effectively to his/her piece. • Identify areas that need improvement. • Revise while drafting as well as with a completed draft.

<p>GLCE WPR.05.05</p>	<p>6. Proofreads and edits using grade-level checklists both individually and in groups.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Partner Edits • Punctuation Units of Study • Interactive Edits • Units of Study: Launch (16), Personal Narrative (11-13), Essay (16), Fiction (14) Literary Essay (14), Memoir (14) • Genre Studies: Personal Narrative (Drafting), Poetry (19,20) 		<ul style="list-style-type: none"> • Uses Editing Checklist • Writing samples reflect editing changes • Applies checklist to partner’s writing • Participation in class lessons/conversations about mechanics
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try using checklist and making changes. • Try identifying errors in writing. • Try editing both individually and in groups. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use checklist and makes changes with support of teacher or partner. • Identify errors, but may need help making changes. • Edit both individually and in groups. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Use editing checklists and makes changes independently. • Identify errors in own and others’ writing and can suggest appropriate changes. • Edit both individually and in groups.

GLCE WGR.05.01	7. Writes complete simple and compound sentences with beginning capitalization and ending punctuation.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Ongoing 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try writing both simple and compound sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks. • Work together to write more complex sentences. 	<p>With some teacher guidance, student generally can:</p> <ul style="list-style-type: none"> • Write both simple and compound sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks. • Begin trying to write more complex sentences. 	<p>Independently, student consistently can:</p> <ul style="list-style-type: none"> • Write both simple and compound sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks. • Write complex sentences.

<p>GLCE WGR.05.01</p>	<p>8. Uses other grade-level grammatical concepts in writing, including: proper nouns, pronouns, articles, conjunctions, hyphens, colons, and apostrophes.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Word Study • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Ongoing 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to use these appropriately:</p> <ul style="list-style-type: none"> • Nouns • Pronouns • Articles • Conjunctions • Hyphens • Colons • Apostrophes 	<p>With some teacher guidance, student can frequently use these appropriately:</p> <ul style="list-style-type: none"> • Nouns • Pronouns • Articles • Conjunctions • Hyphens • Colons • Apostrophes 	<p>Independently, student generally consistently use these appropriately:</p> <ul style="list-style-type: none"> • Nouns • Pronouns • Articles • Conjunctions • Hyphens • Colons • Apostrophes

<p>GLCE WGR.05.01</p>	<p>9. Uses commas appropriately, including between two independent clauses, to set off direct address, long phrases and clauses, and items in a series.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Personal Narrative (Drafting), Realistic Fiction (7, 9-11) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to use commas:</p> <ul style="list-style-type: none"> • To separate two independent clauses. • For direct address • For clarity with long phrases and clauses • To show items in a series. 	<p>With some teacher guidance, student generally can use commas:</p> <ul style="list-style-type: none"> • To separate two independent clauses. • For direct address • For clarity with long phrases and clauses • To show items in a series. 	<p>Independently, student consistently can use commas:</p> <ul style="list-style-type: none"> • To separate two independent clauses. • For direct address • For clarity with long phrases and clauses • To show items in a series.

<p>GLCE WSP.05.01</p>	<p>10. Correctly spells words used often in reading and writing using a variety of strategies.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Word study • Minilessons • Units of Study: Ongoing • Partner Edits • Punctuation Units of Study • Interactive Edits • Genre Studies: Ongoing • GLCEs suggest: roots, inflections, prefixes, suffixes, multi-syllabic, letter/sound, rimes). Resources include: word walls, word lists, dictionaries, spell checkers. 		<ul style="list-style-type: none"> • Weekly Buddy Tests • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Reading Response Letters • Observes application of a variety of strategies • Refers to classroom resources (word wall, dictionary, 500 High Frequency Word Lists, Words to Learn List)
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>Even with much teacher guidance, student:</p> <ul style="list-style-type: none"> • Misspells so frequently that meaning is altered. • Writes a piece that the reader is unable to read and requires the student to “translate”. • Has difficulty identifying misspelled words. • Finds it difficult or is unwilling to use classroom resources. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Generally spell most grade-level words conventionally • Recognize when words are misspelled and may/ may not be able to correct them. • Makes spelling substitutions that “make sense” phonetically. • Is willing to try classroom spelling resources. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Generally spell most words conventionally • Recognize when words are misspelled and is generally able to correct them. • Produce pieces with few misspelled words. • Use classroom spelling resources independently.

GLCE WHW.05.01	11. Writes neatly and legibly in cursive.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Handwriting practice and class lessons 		<ul style="list-style-type: none"> • Written work: notebook entries, drafts, published pieces
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>Even with much teacher guidance:</p> <ul style="list-style-type: none"> • Student's writing is not neat. • It is difficult to read the student's writing. • Student is unable to write fluently in cursive. • Student does not choose to use cursive writing. • Student forms letters incorrectly. 	<p>With some teacher guidance,</p> <ul style="list-style-type: none"> • Student's writing is "neat enough". • Others can read the student's writing. • Student is able to write in cursive. • Student will use cursive writing when asked or required. • Student generally forms and connects letters correctly. 	<p>Independently:</p> <ul style="list-style-type: none"> • Student's writing is neat. • Others can read the student's writing with ease. • Student is able to write fluently in cursive. • Student chooses to use cursive writing. • Student forms and connects letters correctly and quickly.

<p>GLCE WAT.05.01</p>	<p>12. Is enthusiastic about writing and tries to apply classroom learning independently.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Teacher’s daily interest, enthusiasm, and approval • Teaching how to work with a partner • “Writerly life” • Conferences • Minilessons • Ongoing in all studies • Strategy lessons, small group work • Units of Study: Launch (1,2), Narrative Writing (2,10,14), Essay (1,17), Fiction (1-3, 8, 15), Literary Essay (1,3,15), Memoir (1,3,8,15) • Genre Studies: Ongoing, Poetry (1-4, 21, 22) 		<ul style="list-style-type: none"> • Amount of writing • Writes passionately about life topics • Good work stamina/ work habits • Amount of participation • Tries to apply classroom learning from conferences, minilessons, and partner conversations • Work stamina, work habits
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>Even with much guidance, student:</p> <ul style="list-style-type: none"> • Is not enthusiastic about writing. • Struggles with topic choice. • Is not always on task. • Does not participate fully in classroom conversations. • Is unwilling to try to apply classroom learning. • Requires much support: teacher must walk through process step-by-step. • Needs small group or one-on-one support to apply learning and may still show resistance. 	<p>With some teacher guidance, student:</p> <ul style="list-style-type: none"> • Has a good attitude about writing. • Makes appropriate topic choices. • Is usually on task • Participates in classroom conversations. • Tries to apply classroom learning with some teacher guidance. • Needs encouragement to sustain writing over days/ weeks. 	<p>Independently, student:</p> <ul style="list-style-type: none"> • Is enthusiastic about writing. • Has a cadre of topics and writes well about them in many genres and forms. • Is almost always on task. • Participates fully in classroom conversations. • Consistently tries to apply classroom learning independently. • Sustains writing over a period of days/ weeks.