

5th Grade

On-Demand Writing

The On-Demand Writing Assessment gives students an opportunity to demonstrate independently the communication skills they have developed from effective and thoughtful writing instruction. This type of assessment also measures the role reading plays in writing without testing reading ability. Since a large-scale, statewide assessment can provide only a glimpse of a student's ability, it is imperative that classroom instruction and formative assessment support students as they grow as writers.

"A focus on teaching students to write for a wide variety of audiences and purposes remains best practice for writing instruction. The *Kentucky Core Academic Standards* focus on preparing students to be literate individuals who can, for instance, write and discern an effective argument. Ultimately, complex literacy instruction in all disciplines will lead to students who are college and career ready" ([Three Modes of Writing Document, KDE](#)).

Students may be asked to write in any of the three modes (opinion/argumentation, informative/explanatory or narration) and should be given ample opportunities to develop their skills throughout the year. This [video](#) is a discussion of writing standard 1 and 2, writing to inform and make arguments. Students are being asked at a younger age to consider evidence and engage in short and long term research. Susan Pimentel and David Coleman touch on the aspects of these modes and give some clarification about narrative's role in earlier grades and as students enter middle and high school.

In general, 5th grade students from across the state had the most difficulty in the following areas:

- Awareness of audience
- Idea development
- Supporting details
- Grammar, usage and mechanics

5th Grade On- Demand Resources

Audience Awareness

Teaching Channel Evidence and Arguments: Lesson Reflection

<https://www.teachingchannel.org/videos/evidence-arguments-lesson-reflection>

Video – a teacher reflects on a lesson in which students analyze the tone of a text and discuss how it relates to the author’s main idea.

6+1 Trait Writing Lesson Plans

“Silencing Voice”

<http://apps.educationnorthwest.org/traits/lessonplans.php?d=1&search=1&grade=3&trait=3&l=93>

As a whole group, students create a descriptive list describing the voice of the passage and then, using the Six Trait Scoring Guide, critique the strength of the voice within the text.

6+1 Trait Writing Lesson Plans

“Adding Voice”

<http://apps.educationnorthwest.org/traits/lessonplans.php?d=1&search=1&grade=3&trait=3&l=118>

As a whole group and using the Six Traits Scoring Guide, students analyze a passage of writing that contains a weak voice. Afterwards, with a partner, students rewrite the passage with a strong voice to share with the class.

Discovery Education*

“Write for Your Audience” a four minute segment from “Discovering Language Arts: Primary: Writing”

<http://www.discoveryeducation.com>

Video lesson for students explaining how to use tone and voice to write for a specific audience.

Discovery Education*

“Consider Your Audience ” a seven minute segment from “Discovering Language Arts: Intermediate: Writing”

<http://www.discoveryeducation.com>

Video uses a short segment about space travel and a follow-up activity to allow student to practice writing in a way that is appropriate for the intended audience.

*Requires additional login.

Web links may change over time and will, therefore, be checked periodically.

	<p>Discovery Education* “Consider Your Purpose” a six minute segment from “Discovering Language Arts: Intermediate: Writing” http://www.discoveryeducation.com Video that uses a segment about the U.S. Space Program and a follow-up activity that illustrates how tone and voice can be used to define an author’s purpose in writing to inform or persuade.</p> <p>Scholastic “Adding Strong Voice to Your Writing” http://www.scholastic.com/teachers/lesson-plan/adding-strong-voice-your-writing Lesson plan using picture books and voice cards to create short written pieces to portray appropriate voice.</p> <p>Tucson Unified School District “Teaching the Traits: Teaching Voice” http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Voice_TbyT.htm List containing multiple ideas for teaching the trait of voice.</p>
<p>Idea Development</p>	<p>Discovery Education* “Writing: The Big Idea” a five minute segment from “Discovering Language Arts: Intermediate: Style, Structure and Tone” http://www.discoveryeducation.com Video that uses the building of Tokyo’s Sky City to help students discover how to develop and organize ideas in their own writing.</p> <p>Discover Education* “Writing that Flows” a five minute segment from “Discovering Language Arts: Advanced: Style, Structure and Tone” http://www.discoveryeducation.com Video that uses the history of London’s bridge system to see how a clear and organized structure helps to create cohesive writing.</p> <p>Read, Write, Think “Power Notes” http://www.readwritethink.org/professional-development/strategy-guides/power-notes-30759.html Lesson plan teaching an outlining technique to help students differentiate between main ideas and details in their writing.</p>

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Read, Write, Think

“Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping”

<http://www.readwritethink.org/classroom-resources/lesson-plans/scaling-back-essentials-scaffolding-277.html?tab=1#tabs>

Lesson plan using fishbone organizer to highlight the main ideas and relevant details from a cause-effect text. The plan includes article for student analysis, organizer and online links for extension.

Tucson Unified School District

“Teaching the Traits: Teaching Ideas and Content”

http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Ideas_and_Content_TbyT.htm

List containing multiple ideas for teaching students the trait of ideas and content.

Supporting Details

6+1 Trait Writing Lesson Plans

“Super Sentences”

<http://apps.educationnorthwest.org/traits/lessonplans.php?d=1&search=1&grade=3&trait=1&l=106>

In a whole group, students are given a simple sentence and brainstorm questions the reader may have. Then, in small groups, students create supporting details to share with the group.

Teaching Channel

“Analyzing Texts: Brainstorming Before Writing”

<https://www.teachingchannel.org/videos/analyzing-text-brainstorming>

Video – a teacher demonstrates how to facilitate small group discussion in analyzing text to develop skills in providing evidence based support.

Discovery Education*

“Supporting Details” an eight minute segment from “Discovering Language Arts: Advanced: Style, Structure and Tone”

<http://www.discoveryeducation.com>

Video using an anti-smoking campaign to help students learn to use supporting details to present a well-researched argument.

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<p>Organization</p>	<p>Tucson Unified School District “Teaching the Traits: Teaching Organization” http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Organization_TbyT.htm List containing multiple ideas for teaching students the trait of organization.</p> <p>Tucson Unified School District “Teaching the Traits: Teaching Sentence Fluency” http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Sentence_Fluency_TbyT.htm List containing multiple ideas of teaching students the trait of sentence fluency.</p>
<p>Grammar, Usage, Mechanics</p>	<p>Discovery Education* “Write and Revise: A Medieval Practice” a 5:03 minute segment from “Discovery Language Arts: Primary: Writing” http://www.discoveryeducation.com Video that uses information about becoming a knight to demonstrate how to use the revision process.</p> <p>Discovery Education* “Editing and Publishing: Medieval Castles” a four minute segment from “Discovery Language Arts: Primary: Writing” http://www.discoveryeducation.com Video that uses information about medieval castles to demonstrate how to use the editing process.</p> <p>Discovery Education* “Writing and Revising” a six minute segment from “Discovering Language Arts: Intermediate: Writing” http://www.discoveryeducation.com Video that uses <i>The Diary of Anne Frank</i> to demonstrate the revision process.</p> <p>Discovery Education* “Editing and Publishing” a seven minute segment from “Discovering Language Arts: Intermediate: Writing” http://www.discoveryeducation.com Video that uses the history of European currency to demonstrate the editing process that includes a short follow-up writing activity.</p>

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Discovery Education*

“Reviewing Your Writing: Sacagawea” a five minute segment from “Discovering Language: Primary: Writing”

<http://www.discoveryeducation.com>

Video that uses the story of Sacagawea to explain the peer review process.

Teaching Channel

“Ms. Noonan: Making Students into Better Writers”

<https://www.teachingchannel.org/videos/improving-student-writing>

Ms. Noonan demonstrates how to use a one-on-one conference to give specific feedback and instruction on student writing.

Tucson Unified School District

“Teaching the Traits: Teaching Conventions”

http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Conventions_TbyT.htm

List containing multiple ideas of teaching students the trait of conventions.

Tucson Unified School District

“Teaching the Traits: Teaching Word Choice”

http://tusdstats.tusd.k12.az.us/planning/resources/getting_to_know_the_six_traits/Word_Choice_TbyT.htm

List containing multiple ideas of teaching students the trait of word choice.

Multi-trait Resources

Kansas State Department of Education

“Teaching The Traits - Ideas, Strategies, and Activities for the 6-TRAIT Model”

<http://www.ksde.org/Default.aspx?tabid=145>

Document that contains numerous strategies for teaching each of the writing traits for grades 5, 8 and 11.

Kansas State Department of Education

“Materials from the Previous Version of KAMM Writing: Modified Writing Part 1: Teaching the Six Trait Writing Model”

http://www.ksde.org/Default.aspx?tabid=2371#Writing_Assessment

Document that contains numerous lessons targeted at specific writing traits, including activity guides and student handouts for grade 5, 8 and 11.

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