



**AMHERST PUBLIC SCHOOLS**  
**5th GRADE ELEMENTS OF QUALITY WRITING**

	<b>FOCUS</b>	<b>STRUCTURE</b>	<b>ELABORATION</b>	<b>STYLE</b>	<b>CONVENTIONS</b>
	<p><b>Maintains</b> writing materials in an organized manner.</p> <p><b>Decides on</b> a small moment to write about.</p> <p><b>Narrows</b> the time frame by answering:  <i>-What part am I going to tell about?</i>  <i>-What idea or feeling do I want to convey to my reader?</i></p> <p><b>Fast –writes</b> a draft to get story down in one day.</p> <p><b>Builds writing stamina</b> by writing for sustained periods: starting in September students write independently for 20 minutes and work to a goal of 40 minutes in January.</p>	<p><b>Purposefully revises</b> endings so they include:                      -important actions                      -dialogue                      -images</p> <p><b>Crafts</b> endings by using                      -reflection                      -wish/hope/dream                      -circle back to beginning                      -whole story reminders to make a lasting impression</p> <p><b>Reviews</b> ways to create an emphasis on the important parts and develops a body using:                      -specific details                      -description                      -dialogue                      -internal feelings and thoughts.</p>	<p><b>Applies</b> concept of internal and external moments for elaboration:                      -internal thoughts or feeling of character or narrator                      -external elaboration on scene</p> <p><b>Expands</b> the important part, or heart of the story, by telling it in step-by-step fashion.</p> <p><b>Shows</b> personal taste, interests, likes and/or dislikes.</p>	<p><b>Incorporates</b> a variety of sentence types including:                      -declarative                      -interrogative                      -imperative                      -exclamatory</p>	<p><b>Uses</b> correct spelling for personal spelling demons, weekly words, and homophones.</p> <p><b>Uses</b> paragraphs to delineate ideas, scenes, speakers, and time.</p>
<p><b>Unit 2:</b>   <b>Personal Essay</b></p>	<p><b>Analyzes</b> and identifies features of personal essay in touchstone texts by asking:  <i>-What could I see and feel while reading this text?</i> (reading like a reader)  <i>-What did this author do that I could also do in order to make my own writing more powerful?</i> (reading like a writer)</p>	<p><b>Utilizes</b> an organizational system to frame essay:                      -creates a box in which to write the main idea/thesis in a complete sentence                      -uses bullets in the form of complete sentences under the thesis box to delineate evidence that supports the main idea</p>	<p><b>Collects</b> true mini stories to support the thesis.</p> <p><b>Selects</b> a true mini story that highlights the main idea and writes a draft of it.</p>	<p><b>Uses</b> 1<sup>st</sup> or 3<sup>rd</sup> person narrative.</p> <p><b>Conveys</b> tone/mood: reflective, sad, joyful, funny.</p> <p><b>Uses</b> variety of sentence structures purposefully.</p> <p><b>Chooses</b> adverbs and adjectives that create a clear image.</p>	<p><b>Composes</b> paragraphs with topic sentence and supporting details.</p> <p><b>Corrects</b> spelling of personal and weekly words.</p> <p><b>Punctuates</b> dialogue using quotation marks and commas to identify and separate spoken words from narration.</p>

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	<p><b>Identifies</b> the purpose and effectiveness of author’s craft in varying texts.</p> <p><b>Reviews</b> personal Writer’s Notebook to locate themes and asks questions in order to have new thoughts:  <i>-What is the important thing about this?</i>  <i>-What other entries does this connect with?</i>  <i>-What do I want readers to know about this?</i></p> <p><b>Searches for insights</b> into topics by asking:  <i>-What is the important thing about this?</i></p> <p><b>Records</b> an issue that matters and lists ideas about it.</p> <p><b>Expands</b> thinking by responding to:  <i>-...and the thought I have about this is...</i></p>	<p><b>Experiments</b> writing various thesis statements.</p> <p><b>Reflects</b> on thesis statement and bulleted points making sure that they:            -are parallel in ideas            -have precise wording            -do not reiterate the same point in different words</p> <p><b>Revises</b> outline if necessary to ensure main idea in box and bullets match.</p> <p><b>Reads and analyzes</b> personal essays to discover how authors weave together:            -general information            -details, facts, quotes            -interesting anecdotes            - images</p> <p><b>Experiments</b> with and decides on an effective introduction that points to the purpose of the piece:            -question            -dialogue            -thought            -description            -action</p>	<p><b>Works to incorporate</b> supporting mini story by including:            -a transition into the story            -a beginning, middle, and end for it            -a focus or slant so it reveals the thesis and bullet points            -a sentence that refers back to the main idea of the paragraph</p> <p><b>Seeks</b> outside sources including people, books, and technology, for stories, dialogue, and information to support thesis and bulleted ideas.</p> <p><b>Utilizes</b> elements of dialogue, facts, statistics, anecdotes and examples to extend ideas and emphasize important sections.</p> <p><b>Free writes</b> to deepen thinking and revise as needed.</p> <p><b>Writes further</b> on the topic by answering:  <i>-The important thing about this is...</i>  <i>-The surprising thing for me is...</i>  <i>-An example of this is...</i>  <i>-I’m realizing...</i></p> <p><b>Experiments with</b> incorporating authors’ techniques in own writing.</p>	<p><b>Writes</b> a neat, legible, copy.</p> <p><b>Shares</b> the opposite perspective than the one primarily being taken:            -the negative in the positive            -the joys within the sadness            -the unfairness behind something enjoyed</p> <p><b>Reflects</b> on event:            -internal reflection; reveals internal thoughts            -external description; uses sensory detail in a step by step manner to show rather than tell importance of event</p> <p><b>Conveys</b> a message or memory of significance.</p> <p><b>Reveals</b> growing pains, inspirations, personal lessons or changes.</p>	<p><b>Uses</b> apostrophes for contractions and possessives.</p> <p><b>Capitalizes</b> proper nouns.</p>

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		<p><b>Organizes</b> contents by components:</p> <ul style="list-style-type: none"> <li>-lead</li> <li>-thesis statement</li> <li>-paragraph with topic sentence</li> <li>-supporting information including story that supports the topic sentence, and a discussion of it as evidence</li> <li>-second paragraph with topic sentence and supporting evidence</li> <li>-conclusion that repeats the thesis and adds a new spin</li> </ul> <p><b>Decides</b> on focus for the conclusion:</p> <p><i>-This is important because...</i></p> <p><b>Drafts</b> endings using:</p> <ul style="list-style-type: none"> <li>-an important idea or image from the story</li> <li>-details that refer to the whole piece</li> </ul>	<p><b>Attempts</b> to highlight the theme.</p> <p><b>Incorporates</b> transition words to denote passing of time or connection between events:</p> <ul style="list-style-type: none"> <li>-before, after, during</li> <li>-Meanwhile, until</li> <li>-finally</li> </ul> <p><b>Includes</b> a memory, quote, statistic, idea to reveal something personal.</p>		
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<p><b>UNIT 3:</b></p> <p><b>Literary Essay</b></p> <p>Open Response Essay</p> <p>Book Review</p>	<p><b>Reads</b> to experience and understand the story or text:</p> <ul style="list-style-type: none"> <li>-imagines self in the story</li> <li>-envisions using background knowledge to fill in details</li> </ul>	<p><b>Uses</b> graphic organizers such as timelines, and boxes and bullets to show how the main ideas and specific evidence support and grow the ideas in the assertion.</p>	<p><b>Extends ideas</b> about one topic by thinking about:</p> <ul style="list-style-type: none"> <li>-character personality; motivations, struggles, relationships</li> <li>-connections; to other characters, texts, and their related meaning</li> <li>-authors' craft decisions; title, setting, beginning, or ending</li> </ul>	<p><b>Reads</b> informational picture and chapter books to hear and craft voice:</p> <ul style="list-style-type: none"> <li>-shares excerpts with peers</li> <li>-uses fast writes to free up voice</li> <li>-reads aloud own writing</li> <li>listening for strong voice</li> </ul>	<p><b>Develops</b> complex sentences by using conjunctions.</p> <p><b>Uses</b> quotes appropriately to convey specific information and avoid plagiarism</p> <p><b>Capitalizes</b> for:</p>
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	<p><b>Develops</b> a big idea statement that is clear and maintains one central point.</p> <p><b>Generates</b> supportive points for evidence.</p> <p><b>Rereads and Revises</b> thesis and main ideas to ensure for cohesiveness.</p> <p><b>Reflects</b> on possible organizational text structures that would best showcase the material.</p>	<p><b>Develops</b> body for Research Report with:            -paragraphs that have distinctly separate ideas            -sequences supporting details in logical order which may include:            -chronological/sequential            -visual            -thematic</p> <p><b>Crafts</b> conclusion:            -summarizes or restates            -synthesizes new understanding(s)            -leaves the reader thinking or reflecting on topic</p>	<p><b>Elaborates</b> with:            -specific facts            -examples            -quotes            -statistics            -anecdotes</p> <p><b>Utilizes</b> a story mountain arc to reveal the external and internal aspects of the story.</p> <p><b>Revises</b> by adding pertinent and adequate information.</p>	<p><b>Includes</b> a few key terms or words from the target text that convey a special meaning.</p> <p><b>Incorporates</b> quotes from the text as evidence.</p> <p><b>Creates a list</b> or series of ideas that are held together by a repeated phrase or sentence stem, and serves as a way of emphasizing an idea that is important to the writer.</p> <p><b>Reveals</b> thinking about an idea or concept from a text so it is clear to the reader.</p> <p><b>Eliminates</b> unnecessary detail, broad or general statements, and incorrect information.</p>	
<p><b>UNIT 4:</b></p> <p><b>Fictional Narrative</b></p> <p>Folktale or Myth</p> <p>Short Story</p>	<p><b>Reads</b> a variety of classical literature or short stories to gain a deeper understanding of specific elements (see 5<sup>th</sup> grade reading map):            -historical or cultural            -character types            -setting/time            -purpose;            lesson/explanation</p>	<p><b>Plans</b> by plotting a story mountain:            -character has intention or motivation            -character faces an obstacle that interferes with motivation or desire            -character encounters further trouble            -events intensify and possibly fall apart            confronts someone or something,</p>	<p><b>Develops</b> main and minor characters by showing their motivations and struggles not telling about them.</p> <p><b>Shows</b> elements of the setting that are important to the action of the story.</p> <p><b>Adds</b> story action to help build tension as the story action rises.</p>	<p><b>Uses</b> 1<sup>st</sup> person narrative or experiments with 3<sup>rd</sup> person narrative.</p> <p><b>Incorporates</b> figurative language:            -personification of objects            -simile and metaphor for impact            -strong verbs to replace over-used or less specific words</p>	<p><b>Punctuates</b> using:            -ellipse and dash to indicate tension            -apostrophes for contractions and to denote possession            -commas in a series, and to separate clauses</p> <p><b>Uses</b> proper noun-pronoun agreement and verb-tense agreement.</p>

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	<p><b>Generates</b> ideas for fiction based on familiar stories, previously read stories, or ideas from personal life.</p> <p><b>Rehearses</b> for story by orally telling, diagramming, free-writing about the character:            -imagines the main goal of the character            -chooses specific traits in order to create a believable or exaggerated character            -makes sure they cohere</p> <p><b>Charts</b> the external and internal features of the character on a 2-column grid including:            -external story; physical features, strengths, movements, and dress            -internal story; thoughts about self and others, dislikes, fears, beliefs</p> <p><b>Develops</b> secondary characters using same strategies as main character.</p>	<p>-character solves the problem, changes, or learns something</p> <p><b>Chooses</b> from among common life conflicts if necessary:            -misunderstandings with others            -loss of something or someone            -hardship with the natural world            -yearning for acceptance</p> <p><b>Uses</b> leads to:            -hook the reader            -introduce characters, setting, and initiating event</p> <p><b>Crafts</b> middle of story to show rising action, climax, and falling action.  <b>Crafts</b> story ending using events that lead to a plausible, satisfying closure.</p> <p><b>Uses</b> short story or classical structures:            -quest            -trickster, helper            -elements of three</p>	<p><b>Zooms</b> in on the peak of the story by providing bit-by-bit details.</p> <p><b>Reveals</b> character qualities in scenes through:            -actions            -dialogue            -monologue            -internal thoughts            -external traits            -thoughts, words, and actions of others.</p> <p><b>Incorporates</b> literary device:            -exaggeration            -caricature            -hyperbole</p> <p><b>Develops</b> story by:            -indicating internal response of character to main or initiating event            -identifying and showing character’s plan of action</p> <p>-revealing responses, thoughts and actions of other characters to main character            -developing a setting that is culturally relevant and/or important            -ensuring that events relate to the problem and/or solution            -describing, developing, and heightening the problem            -establishing the obstacles that interfere with the resolution</p>	<p><b>Develops</b> skill with craft techniques identified in mentor texts, such as:            -foreshadowing that alludes to the problem            -stopping the action to have character think ahead and imagine something, or think back to remember something</p> <p><b>Creates and develops</b> characters with feelings so the reader can establish a relationship with the characters.</p> <p><b>Ties-up</b> the loose ends of the story so the reader is not left with important questions.</p> <p><b>Rereads</b> for varying purposes.</p>	<p><b>Continues</b> to edit for conventions previously covered.</p>

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	<p><b>Generates</b> further character detail and story ideas by fast writing tiny scenes where characters are engaged in small, solitary moments.</p> <p><b>Develops</b> character motivation by thinking about what the characters' want and the difficulties they will encounter in order to obtain that.</p> <p><b>Creates scenes</b> that reveal character traits.</p> <p><b>Utilizes</b> previously learned information about narrative writing:            -writes a seed story            -zooms in to tell the important parts            -begins with a strong lead            -creates a strong ending            -maintains story focus, point of view, and style</p>		<p><b>Reveals</b> evidence of how character changes or develops over time.</p>		
<p><b>UNIT 5:</b>   <b>Expository</b>             Persuasive Essay</p>	<p><b>Explores</b> personal attitudes or beliefs as a way to generate ideas.</p> <p><b>Develops</b> clear conviction using specific, opinion-based and provable thesis statement.</p>	<p><b>Creates</b> leads that provide a strong thesis statement and include:            -hook; unusual detail, fact, or anecdote            -interesting statistic</p> <p><b>Develops</b> body that contains:</p>	<p><b>Supports</b> opinion with details including the use of:            -fact            -statistic            -question            -survey result            -anecdote            -quote            -background experience</p>	<p><b>Uses</b> figurative language such as simile.</p> <p><b>Varies</b> sentence length and type.</p> <p><b>Chooses</b> an appropriate tone for the purpose.</p>	<p><b>Corrects</b> spelling.</p> <p><b>Uses</b> quotations to demonstrate or prove a point and identifies source.</p> <p><b>Adds</b> punctuation and italics for emphasis or elaboration.</p>

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	<p><b>Establishes</b> argument for and/or against topic.</p> <p><b>Decides</b> on purpose and audience.</p> <p><b>States</b> opinion or feeling in order to:            -request            -complain            -praise or            -promote an idea</p> <p><b>Expresses</b> position as:            -a factual statement; something is true or false  <i>-a value statement;</i>            something has worth or value  <i>-a consequence statement;</i>            points out the results of decisions and actions,   <i>-an autobiographical statement;</i> from the writer's personal experiences,  <i>- a policy statement;</i> claiming that something should not happen</p>	<p>-a main idea threading into each paragraph and throughout the paper            -separate and distinct paragraphs with topic sentences and supporting details            -transition words and phrases that connect or show relationship between ideas or paragraphs</p> <p><b>Understands</b> and uses specific text structures to aid the development of ideas and support the thesis:            -compare/contrast            -cause/effect            -sequence            -description</p> <p><b>Reads</b> to analyze endings:            -surprising or unusual fact            -brief memorable scene            -summary            -question that lingers with the reader</p> <p><b>Closes</b> with conclusion that may:            -refer to the thesis            -review topics discussed            -pose a question            -request a call to action            -make a prediction</p>	<p><b>Provides</b> specific reasons against opposing argument.</p> <p><b>Uses</b> structure of paragraphs to aid in adding detail or elaborating:  <i>Opinion Paragraph:</i>            -strongest point at the start or near the end of the paragraph            -includes facts, observations, and data from various sources,            -expresses opinion, to persuade reader to adopt reasoning  <i>Informative Paragraph:</i>            -share information about topic using similes, metaphors, and descriptions</p> <p><b>Fleshes out</b> both sides of the argument:            -raises the opposing argument and dismantles or refutes it</p>	<p><b>Revises</b> for strength and clarity.</p> <p><b>Leaves</b> the reader with a specific idea, thought or feeling.</p> <p><b>Creates</b> endings using different styles and chooses the one that works the best.</p>	<p><b>Maintains</b> verb-tense agreement.</p> <p><b>Defines</b> broad terms and general opinion words so reader can visualize and understand.</p> <p><b>Edits</b> for subject-verb agreement and tense.</p>

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		<p>-state significance of topic for reader</p> <p><b>Uses</b> letter format with:                      -inside address, date,                      -body                      -closing                      -signature                      -addresses on envelope</p>			
<p><b>Unit 6:</b>   <b>Poetry</b></p>	<p><b>Explores</b> the genre by:                      -reading from a wide variety of poetry and poets                      -listening to, rehearsing, performing                      -analyzing to gain meaning.</p> <p><b>Keenly observes</b> an object or event from a new perspective in order to generate ideas.</p> <p><b>Identifies</b> an important memory, image or idea to be conveyed.</p> <p><b>Compares or contrasts</b> two things that are the same or different.</p> <p><b>Uses</b> a big idea or theme in order to generate poetic content.</p>	<p><b>Uses</b> patterns of poetry for different purposes:                      -haiku                      -limerick                      -sestina                      -concrete                      -freeform                      -rhymed: couplets, quatrain.</p> <p><b>Purposefully</b> uses repetition, stanzas and line breaks to emphasize meaning.</p> <p><b>Continues</b> to experiment with writing poetry from the perspective of different speakers.</p> <p><b>Narrows concepts</b> and perceptions so they reflect an idea.</p>	<p><b>Uses</b> sensory language and vivid description to create an image.  <b>Uses</b> figurative language:                      -metaphor                      -simile                      -personification</p> <p><b>Adds</b> strong verbs, descriptive adjectives, and specific nouns.</p> <p><b>Creates</b> drawings that reflect images.  <b>Connects</b> inner emotions to external images to achieve metaphor.</p>	<p><b>Adds</b> sound effects :                      -repetition                      -rhythm                      -alliteration                      -assonance                      -onomatopoeia</p> <p><b>Creates</b> tone and mood.</p> <p><b>Chooses</b> specific words for precise meaning.</p> <p><b>Conveys</b> meaning through the use of white space or layout.</p> <p><b>Expresses</b> ideas in unique manner.</p>	<p><b>Edits</b> for cadence:                      -white space                      -capitals                      -punctuation</p> <p><b>Edits</b> for spelling.</p> <p><b>Revises</b> for language, precise meaning, and clarity.</p> <p><b>Ensures</b> consistency of pattern if one.</p>

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<p><b>Unit 7:</b></p> <p><b>Memoir</b></p>	<p><b>Analyzes</b> and identifies features of memoir in touchstone texts by asking:  <i>-What could I see and feel while reading this text?</i> (reading like a reader)</p> <p><i>-What did this author do that I could also do in order to make my own writing more powerful?</i> (reading like a writer)                      (reading like a writer)</p> <p><b>Identifies</b> the purpose and effectiveness of author's craft in varying texts.</p> <p><b>Searches for insights</b> into a topic by viewing it from different perspective.</p> <p><b>Records</b> an issue that matters and lists ideas about it.</p> <p><b>Generates</b> ideas based on patterns of interest and personal life-topics.</p> <p><b>Develops</b> thoughtful writing by writing with greater reflection and depth on personal issues.</p>	<p><b>Alters</b> stance at different points in the essay switching between narrator, critic, and teacher.</p> <p><b>Utilizes</b> organizational system to frame essay:                      -creates a box in which to write the main idea/thesis in a complete sentence                      -uses bullets in the form of complete sentences under the thesis box to delineate evidence that supports the main idea</p> <p><b>Revises</b> outline if using one to ensure that anecdotes are pertinent and significant.</p> <p><b>Reads and analyzes</b> memoirs to discover how authors weave together:                      -reflection                      -details, facts, quotes                      -interesting anecdotes                      - images</p> <p><b>Experiments</b> with and decides on an effective lead that points to the purpose of the piece:                      -question                      -dialogue                      -thought</p>	<p><b>Collects</b> true mini stories to support the theme.</p> <p><b>Utilizes</b> story elements of dialogue, action, and reflection.</p> <p><b>Selects</b> small moment stories and finds ways to show how an underlying element is similar for those stories and reveals something meaningful.</p> <p><b>Includes</b> a memory, quote, statistic, idea to reveal something personal.</p> <p><b>Works to incorporate</b> anecdotes by including:                      -a smooth transition into the story                      -an appropriate beginning, middle, and end                      -a focus or slant so it reveals the theme or something personal about the writer                      -a sentence that connects to the point being made</p> <p><b>Writes further</b> on the topic by answering:  <i>-The important thing about this for me is...</i>  <i>-The surprising thing for me is...</i></p>	<p><b>Uses</b> 1<sup>st</sup> or 3<sup>rd</sup> person narrative.</p> <p><b>Conveys</b> tone/mood: sad, joyful, funny.</p> <p><b>Uses</b> variety of sentence structures purposefully. Writes with clarity and honesty using relevant detail.</p> <p><b>Shares</b> the opposite perspective than the one primarily being taken:                      -the negative in the positive                      -the joys within the sadness                      -the unfairness behind something enjoyed</p> <p><b>Reflects</b> on event:                      -internal reflection; reveals internal thoughts                      -external description; uses sensory detail in a step by step manner to show rather than tell importance of event</p> <p><b>Conveys</b> a message or memory of significance.</p> <p><b>Reveals</b> growing pains, inspirations, personal lessons or changes.</p>	<p><b>Writes</b> a legible draft and final copy using conventional mechanics for spelling, capitalization, and punctuation.</p> <p><b>Revises</b> for content and edits for mechanics.</p> <p><b>Includes</b> language features that provide cadence and allow for pleasurable reading:                      -well-phrased sentences                      -precise vocabulary                      -simile and metaphor                      -sensory images</p>

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	<p><b>Free writes</b> to deepen thinking and revise as needed.</p> <p><b>Experiments with</b> incorporating authors' techniques in own writing.</p>	<p>-description -action</p> <p><b>Organizes</b> contents in various ways: -a series of small moment stories connected by a theme -scenes that are linked by a similar element such as time, place -a refrain that connects different elements -moves between exposition and narrative</p> <p><b>Decides</b> on focus for the conclusion: -<i>This is important because...</i> -<i>What does this say about me as a person?</i></p>	<p><b>Uses</b> questions to probe thinking and reflect deeply on the subject as well as the writer: <i>What does this say about me?</i></p> <p><b>Uses</b> a variety of transitional words to create a logical cohesive piece.</p>	<p><b>Expresses</b> personal feelings across the timeframe of the piece.</p>	
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