

Fifth Grade Writing Learning Targets 2016-2017 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have listed learning targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

In some instances, students would only be expected to meet a 2, the foundational proficiency level. Keep in mind that some students may be working at lower levels or higher levels.

Standards Scored on the Report Card:

Strand: Measurement Topic: Grammar

Learning Target	Proficiency Level
Punctuation (quotations, commas, apostrophes) = 1st quarter	3
Adjectives = 2nd quarter	3
Verbs/Adverbs = 3rd quarter	3
Prepositions = 4th quarter	3

Strand: Measurement Topic:

Research: Accessing & Reporting Information

Learning Target	Proficiency Level
Understands bias, currency, and author's qualifications are used to assess the credibility and relevance of a source. Understands not all sources of information on a topic are credible. Understands the following vocabulary terms and phrases: keywords,	2

sidebars, hyperlinks, credible source, accuracy, relevance, multiple sources, bias, currency, author's qualification.	
Understands the rules for citing information, using quotations, and/or for paraphrasing others without plagiarizing.	2
Understands the rules for formatting a bibliography.	
Understands the following vocabulary terms and phrases: cite, quotation, paraphrase, plagiarize, quote, bibliography.	

**Strand Measurement Topic:
Drafting & Revising**

Learning Target	Proficiency Level
Is skilled at revising a piece of writing based on feedback from others or through self-reflection.	3
Understands authors revise their piece of writing to meet the needs of their audience. Understands authors do multiple readings, drafts, and/or revisions until they feel their message is clear and complete (e.g., meets purpose for writing). Understands the following vocabulary terms and phrases: author, multiple readings, multiple drafts, revision, clear message, purpose for writing, audience, theme, main idea.	3
Understands authors revise their writing until the conclusion is clear, until it sums up the main points, and ties everything together smoothly. Understands authors revise their writing to fix any incorrect facts, to make sure that the support is adequate and meaningful, and to ensure that the information presented is sequenced correctly and/or presented in a logical manner. Understands authors revise their writing to make sure that the central theme or main idea is clear and carried throughout the entire piece of writing. Understands the following vocabulary terms and phrases: fact, theme, main idea, incorrect facts, support, sequence, logical, conclusion, text	2

structure.	
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Strand Measurement Topic:

Types & Purposes: Informative & Explanatory

Learning Target	Proficiency Level
Understands authors use text features to present ideas, concepts, and information (<i>subheadings, figures, charts, tables, bulleted items, multimedia</i>).	2
Understands authors can use text structures to group ideas, concepts and information.	
Is skilled at using relevant, precise information and vocabulary for a selected topic in an organized format (<i>subheadings, figures, chart, table, bulleted items, multimedia</i>) to aid audience comprehension.	3

Strand Measurement Topic: Types & Purposes: Narratives

Learning Target	End of Year Grade Level Expected Score
Is skilled at developing and writing a story using dialogue; expanding descriptions that include sensory language; and utilizing a variety of transition words, phrases, and clauses.	3

Strand Measurement Topic: Types & Purposes: Opinion/Argument

Learning Target	Proficiency Level
Is skilled at using an organizational structure to present an argument in which supporting ideas are grouped to support the writer's purpose in a piece of writing.	3
Is skilled at stating a claim for an argument with clear reasons and evidence from credible sources, written logically and cohesively, while maintaining a formal style.	3

Understands providing or acknowledging counterclaim(s) increases the effectiveness of an argument.	3
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Strand Measurement Topic: Language: Conventions: Capitalization & Punctuation

Learning Target	Proficiency Level
Is skilled at using capitalization and punctuation rules (<i>dialogue, key information, names of specialized functions, abbreviations, commas and quotations in direct speech, coordinating conjunctions</i>) in context when writing.	3
Understands rules for using punctuation to separate items in a series. Understands rules for using a comma to separate an introductory element from the rest of the sentence. Understands rules for using commas to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), or to indicate direct address (<i>e.g., Is that you, Steve?</i>).	2
Is skilled at using capitalization and punctuation rules (<i>commas to separate items, commas to set off words and tag questions</i>) in context when writing.	3

Strand Measurement Topic: Language: Conventions: Grammar

Learning Target	Proficiency Level
Understands reflexive pronouns, adjectives, and adverbs in a sentence. Understands how to form and use the past tense of frequently occurring irregular verbs. Understands how to use collective and irregular plural nouns.	2
Is skilled at using conventions of standard grammar and usage when writing and speaking (<i>collective nouns, irregular plural nouns, irregular verbs, reflexive pronouns, adjectives, adverbs</i>).	3

