

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

5.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

5.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Tools to Know – Writing Process

Instructional Strategies Playlist

- Cut Apart
- Purpose Hunt
- Memories
- Topic Blast

Ways to Show – Writing Application

Item Types

Extended Constructed Response (10 pts)		Short Constructed Response* (1-2 pts)	
Multiselect (2 pts)	Match Table Grid (2 pts)	Multipart (2 pts)	Hot Text (1-2 pts)
Inline Choice* (1-2 pts)	Text Entry (1-2 pts)	Multiple Choice* (1 pt)	

the ways it may be tested on STAAR for this grade
* the ways it has been tested on STAAR for this grade

Student Expectations

- 5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- 5.11(B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (R)
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details (R)
- 5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)
- 5.11(D) edit drafts using standard English conventions, including: (S)
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R)
 - (ii) past tense of irregular verbs (R)
 - (iii) collective nouns (S)
 - (iv) adjectives, including their comparative and superlative forms (S)
 - (v) conjunctive adverbs (S)
 - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement (S)
 - (vii) pronouns, including indefinite (S)
 - (viii) subordinating conjunctions to form complex sentences (S)
 - (ix) capitalization of abbreviations, initials, acronyms, and organizations (S)
 - (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (S)
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words (R)
- 5.11(E) publish written work for appropriate audiences

Academic Vocabulary

- | | |
|-------------|-------------|
| audience | genre |
| clarity | publish |
| coherent | structured |
| conventions | topic |
| draft | word choice |
| edit | |

Student Expectations (Spanish TEKS)

- 5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- 5.11(B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (R)
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details (R)
- 5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)
- 5.11(D) edit drafts using standard Spanish conventions, including: (S)
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R)
 - (ii) irregular verbs (R)
 - (iii) collective nouns (S)
 - (iv) adjectives, including those indicating origin, and their comparative and superlative forms (S)
 - (v) conjunctive adverbs (S)
 - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement (S)
 - (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite (S)
 - (viii) subordinating conjunctions to form complex sentences (S)
 - (ix) capitalization of initials, acronyms, and organizations (S)
 - (x) italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles (S)
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules (R)
- 5.11(E) publish written work for appropriate audiences

Learning from Mistakes

Students may make the following mistakes:

- Focusing more on conventions than ideas
- Confusing editing with revision
- Not deeply understanding their intent
- Varying from the purpose and losing focus
- Providing irrelevant support to fill in the missing blanks
- Adding transition words without purpose
- Failing to use the process of editing and revision and depending on draft writing only
- Understanding the convention rule but not the writing application
- Not understanding the convention rule
- Editing grammar to sound the way they speak or hear speech
- Using unnecessary adjectives that result in adjective overload
- Confusing length of thought (number of words) with a complete sentence
- Depending on one-to-one letter-sound relationships to spell words
- Memorizing the spelling of words without understanding the pattern
- Understanding the spelling pattern but not recognizing the error in their own writing
- Forgetting to check spelling using technology or a dictionary

Dual Language Tips

- Create a writer’s wall that includes pictures and sentence stems.
- Model and practice conventions every day to build confidence.
- Write about shared experiences in small groups.
- Model how to write complete sentences using newly acquired vocabulary.

Instructional Implications

Implementation of the writing process is critical for developing writers. It provides a place to think as a writer and provides a structure for teaching and learning. The process is universal and is used when writing to all audiences, all genres, and all purposes. Without the process, writers are left with little to leverage when the writing becomes difficult or more complex.

Revision is where writers learn to write. This is the step in the writing process where writing is made better. It involves changing, adding, deleting, or rearranging words, phrases, sentences, and/or paragraphs to clarify, enhance, and improve the writing. Writers also revise to add their own unique style and voice.

Editing follows revision. It involves the examination and correction of grammar, capitalization, punctuation, paragraphing, spelling, and handwriting. The focus of editing is the conventions of writing and does not change the content. Too much focus on conventions too early during the process of writing can stifle creativity. Teaching convention skills in isolation provides students with knowledge and skills but does not support application.

When you teach the writing process, remember to:

Develop Drafts

- Allow students to write drafts as a creative activity where they generate their own ideas and simply record their thoughts on paper as quickly as possible before they are lost.
- Think aloud in front of students as you generate ideas and write drafts as a model for draft writing.
- Remember that the ability to spell does not relate to a “good” writer and not being able to spell does not relate to a “poor” writer. Spelling belongs in editing not drafting.

Revise Drafts

- Model explicitly how to change, add, delete, or rearrange words, phrases, sentences, and/or paragraphs to clarify, enhance, and/or improve writing. Each aspect of revision should be modeled individually to support student understanding. It is essential that students recognize that revision is a necessary step for all writers and does not denote failure.
- Revise your writing frequently in front of students and allow students opportunities to make the same adjustments in their writing. This provides authentic and relevant practice. The more a writer revises, the better the draft writing becomes.
- Provide authentic and relevant practice by allowing students to revisit writing multiple times.
- Focus on one aspect of revision at a time. Focusing on too much at a time is overwhelming.
- Allow students to share writing with each other and provide feedback.
- Provide a checklist with appropriate questions and responses to support student-to-student conferencing as well as self-revision.
- Ask open-ended questions to promote critical thinking about the writing during student-teacher conferences.
- Allow time between draft writing and revising to make revision easier for students.

Edit Drafts

- Communicate that editing follows revision.
- Model the application of the rules of convention during the writing process in whole groups, small groups, and independently.
- Provide students with opportunities to engage in guided editing with a clear set of procedures and a checklist.
- Allow students to edit as whole-class, peer-edit, and self-edit. Peer and class editing provide additional support for editing.
- Expose and teach conventions through literature (mentor texts), word walls, personal dictionaries, etc.
- Explicitly model the editing process in your own drafts.
- Focus on one aspect of editing at a time. Focusing on too much at one time is overwhelming.

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going. Student expectations that stay the same two grade levels below or above the current grade are not included in the Vertical Alignment.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (R) (ii) developing an engaging idea with relevant details (R)	4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (R) (ii) developing an engaging idea with relevant details (R)	5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (R) (ii) developing an engaging idea reflecting depth of thought with specific facts and details (R)	6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (R) (ii) developing an engaging idea reflecting depth of thought with specific facts and details (R)	7.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (R) (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples (R)
3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)	4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)	5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)	6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety (R)	7.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety (R)

Cut Apart

Purpose

Experiment with coherence

Instructions

1. Cut an original writing or a student writing apart into small sections.
2. Partner students to put the writing together in a way that makes sense, adding information when needed.

Materials

- Writing samples
- Note cards

Apply It

1. Students record each detail or event from their draft on individual note cards.
2. Students exchange the completed cards with another student.
3. Students arrange the cards in a way that make sense and return the organized cards to the original owner.
4. The author compares the cards to their original draft.

Purpose Hunt

Purpose

Explore genre structures

Instructions

1. In small groups, students examine a set of text to determine genre. Make sure to include multiple genres in the set of text.
2. Students create genre bookmarks for each text including characteristics unique to each genre.

Materials

- A variety of texts
- Materials to create genre bookmarks

Apply It

Students use their previously created genre bookmarks to review and revise their own writing, making sure their writing includes the appropriate genre elements and organization.

Memories

Purpose

Generate ideas for draft writing

Instructions

Provide students with statements to generate ideas for writing from their own experiences.

Materials

none

Apply It

- Write about an incident that shows what your friends and you are like.
- Write about an incident that changed how you think or feel about something.
- Write about a place you were perfectly happy.
- Write about a time or place you laughed a lot.
- Write about the most important thing that has happened in your life so far.
- Write about something you have seen that you can't forget.
- Write about something that happened at school that you will always remember.

Topic Blast

Purpose

Generate ideas for draft writing

Instructions

1. Provide students a topic.
2. Students write everything they know about the topic for 2 minutes.
3. In small groups, students share some of their information.
4. Students write everything they don't know about the topic for 2 minutes.
5. In small groups, students share some of their information.

Materials

none

Apply It

Students use the information gathered from both their writing and listening to others to plan and write a draft on the Topic Blast topic.

5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	5.11(B) develop drafts into a focused, structured, and coherent piece of writing (R)	5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)	5.11(D) edit drafts using standard English/Spanish conventions (S)	5.11(E) publish written work for appropriate audiences
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Student Expectations

- 5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
- 5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R)
- 5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft (R)
- 5.12(D) compose correspondence that requests information

Academic Vocabulary

argumentative
central idea
composition
correspondence
craft
fiction

informational
literary
opinion essay
personal narrative
poem
topic

Instructional Implications

It is important that students have opportunities to write in multiple genres to become more experienced, well-rounded writers and support clarification of purpose and intent when writing.

When you teach this subcluster, remember to:

- Allow students to self-select a topic and write a literary text, an informational text, an argumentative text, and a correspondence that focuses on the selected topic.
- Allow students to apply author’s craft in all genres through revision.
- Make sure to model writing in all genres and tie genre to purpose.
- Create Anchor Charts as a place to collect/celebrate examples of craft in students’ writings.

Learning from Mistakes

Students may make the following mistakes:

- Applying one structure to all writing
- Forgetting the purpose for the writing
- Not being able to connect purpose to genre

Dual Language Tips

- Make sure that writing experiences are relevant and meaningful to students’ daily lives.
- Provide explicit instruction about genre patterns, features, and variations of the text. Make sure to provide visuals for future reference.
- Allow student to use graphic organizers to organize their thoughts in a way that reflects the writing genre.
- Allow students to work with a language partner to support each other.
- Provide celebration opportunities for students to share and respond to each other’s writing.

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft	5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	7.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R)	4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R)	5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R)	6.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft (R)	7.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft (R)
3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft (R)	4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft (R)	5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft (R)	6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft (R)	7.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft (R)
3.12(D) compose correspondence such as thank you notes or letters	4.12(D) compose correspondence that requests information	5.12(D) compose correspondence that requests information	6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure (R)	7.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure (R)