

WRITE SOURCE © 2006

correlated to

**Washington State's
Essential Academic Learning
Requirements & Grade Level
Expectations - Writing
Grade 5**



EDUCATION GROUP



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YOUR WASHINGTON GREAT SOURCE REPRESENTATIVE

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Washington State’s Essential Academic Learning
Requirements & Grade Level Expectations
Writing
Grade 5

E A L R 1

The student understands and uses a writing process.

C o m p o n e n t 1 . 1

Prewrites to generate ideas and plan

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|---|
| <p>1.1.1 Applies strategies to generate ideas and plan writing</p> <ul style="list-style-type: none"> Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorm a list; select relevant ideas/details to include in piece of writing) | <p>Pupil Edition: 5, 6, 11, 58, 65, 70, 85, 91-96, 127-128, 141, 147-152, 183-184, 197, 203-208, 239, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348</p> |
| <ul style="list-style-type: none"> Gathers information from a range of sources, formulates questions, and uses an organizer (e.g., electronic graphic organizer software, chart to analyze and or synthesize to plan writing) | <p>Pupil Edition: 11, 58, 65, 70, 85, 95, 127, 149, 150, 183, 187, 205, 261, 275, 281, 293, 313, 322-331, 456</p> |

C o m p o n e n t 1 . 2

Composes a draft

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|---|
| <p>1.2.1 Drafts multiple paragraphs</p> <ul style="list-style-type: none"> Refers to a prewriting plan | <p>Pupil Edition: 5, 6, 11, 65, 70, 85, 91-96, 127-128, 141, 147-152, 183-184, 197, 203-208, 239, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348</p> |
| <ul style="list-style-type: none"> Writes by hand and on the computer | <p>Pupil Edition: 44-46, 119, 175, 231</p> |

Component 1.3

Revises to improve text

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|---|
| <p>1.3.1 Revises text independently including changes in words, sentences, and ideas</p> <ul style="list-style-type: none"> • Uses multiple resources regularly (e.g., writing guide, peers, adults, computer, thesaurus) | <p>Pupil Edition: 7, 15, 59, 66, 74, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 315, 336, 355-358</p> |
| <ul style="list-style-type: none"> • Rereads work several times and has a focus for each reading | <p>Pupil Edition: 7, 103-114, 129, 159-170, 215-226</p> |

Component 1.4

Edits text

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|---|
| <p>1.4.1 Finds and corrects errors in conventions</p> <ul style="list-style-type: none"> • Rereads work several times | <p>Pupil Edition: 66, 74, 86, 115-118, 129, 171-174, 185, 227-230, 241, 256, 277, 283, 289, 295, 336, 359-360</p> |
| <ul style="list-style-type: none"> • Uses multiple sources regularly (e.g., dictionary, peers, adults, technology, writing guide) | <p>Pupil Edition: 59, 66, 74, 86, 115-118, 129, 171-174, 185, 198, 227-230, 268, 277, 283, 289, 295, 359-360, 479-602</p> |
| <ul style="list-style-type: none"> • Proofreads final draft for errors | <p>Pupil Edition: 66, 74, 86, 115-118, 129, 171-174, 185, 227-230, 241, 256, 277, 283, 289, 295, 336, 359-360, 479-602</p> |

Component 1.5

Publishes to share with audience

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|--|
| <p>1.5.1 Publishes in more than one format for various audiences and purposes</p> <ul style="list-style-type: none"> • Publishes multi-page piece and attends to format, graphics, illustrations, and other text features | <p>Pupil Edition: 43-46, 119, 175, 231, 315, 361, 363-367</p> |
| <ul style="list-style-type: none"> • Publishes in a wide range of forms, formats, and modes | <p>Pupil Edition: 43-46, 119, 175, 231, 315, 361, 363-367</p> |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|-----------------------------|
| <ul style="list-style-type: none"> Publishes using a variety of presentation software | Pupil Edition: 44-47 |

C o m p o n e n t 1 . 6

Adjusts writing process as necessary

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|--|
| 1.6.1 Revises writing at any stage of the process | Pupil Edition: 7, 15, 59, 66, 74 ,103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 315, 336, 355-358 |
| 1.6.2 Contributes to a team project—planning, drafting, revising, editing, and publishing writing | Pupil Edition: 39-42, 371-372 |
| 1.6.3 Adjusts writing process according to time constraints <ul style="list-style-type: none"> Works on one draft for one day or less for on-demand tasks | Pupil Edition: 60, 81, 136, 192, 250 |
| <ul style="list-style-type: none"> Uses appropriate amounts of time on each stage of the writing process based on the writing task | Pupil Edition: 60, 81, 136, 192, 250, 405 |

E A L R 2

The student writes in a variety of forms for different audiences and purposes.

C o m p o n e n t 2 . 1

Writes for different audiences

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|---|
| 2.1.1 Writes effectively for multiple and varied audiences <ul style="list-style-type: none">• Considers audience at all stages of the writing process | Pupil Edition: 164, 461 (covers consideration of audience in choosing form only) |
| <ul style="list-style-type: none">• Identifies and includes information audience needs to know (e.g., prior events explained) | Pupil Edition: 65, 66, 69, 95, 105, 164 |

C o m p o n e n t 2 . 2

Writes for different purposes

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| 2.2.1 Understands that there are different purposes for writing, and writes accordingly <ul style="list-style-type: none">• Writes to analyze informational text or data (e.g., explains the steps of a scientific investigation) | Pupil Edition: 144-180 |
| <ul style="list-style-type: none">• Writes to learn (e.g., math learning logs, reflections, double entry logs, explains steps/strategies used to solve math problems), to tell a story, to explain, and to persuade | Pupil Edition: 83-124, 139-180, 195-236, 299-309, 379-385, 387-391 |
| <ul style="list-style-type: none">• Writes for more than one purpose within a form (e.g., a letter can be used to explain, request, or persuade) | Pupil Edition: 145-180, 87-124, 126-129, 130-131, 134-136, 199-236, 238-241, 248-250, 273-297 |
| <ul style="list-style-type: none">• Includes more than one mode within a piece to address purpose (e.g., descriptive details or narrative anecdote within an explanation) | Pupil Edition: 95 |

Component 2.3

Writes in a variety of forms/genres

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|---|
| <p>2.3.1 Writes in a variety of forms/genres</p> <ul style="list-style-type: none"> • Writes using more than one form/genre in a single piece (e.g., a report about salmon which includes a poem, fact box, and story) | <p>Pupil Edition: 363-367, 474-475</p> |
| <ul style="list-style-type: none"> • Cites resources using a format for a bibliography | <p>Pupil Edition: 340, 346, 352, 354</p> |
| <ul style="list-style-type: none"> • Produces a variety of <u>new</u> forms/genres Examples: <ul style="list-style-type: none"> ~ interviews ~ autobiographies ~ business letters ~ persuasive essays ~ field observation reports ~ book reviews ~ rhyming couplets | <p>Pupil Edition: 63-74, 83-124, 195-243, 244-247, 257-272, 292-297, 306, 307, 312-315, 316, 317</p> |

Component 2.4

Writes for career applications

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <p>2.4.1 Writes documents that could be used in a career setting</p> <ul style="list-style-type: none"> • Writes in forms associated with specific tasks or careers (e.g., fund-raising receipts, student council applications, data collection forms) | <p>Pupil Edition: 238-241, 242-243, 244-247</p> |
| <ul style="list-style-type: none"> • Collaborates with peers on writing projects (e.g., social studies reports, science lab reports) | <p>Pupil Edition: 39-42, 371-372</p> |

E A L R 3

The student writes clearly and effectively.

C o m p o n e n t 3 . 1

Develops ideas and organizes writing

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <p>3.1.1 Select a manageable topic and elaborates using specific details</p> <ul style="list-style-type: none"> Narrows topic with controlling idea (e.g., from general topic like baseball to specific topic like, “The Mariners are my favorite baseball team” or from general topic like measurement to specific topic like “Choosing the appropriate tool is essential in order to make accurate measurements.”) | <p>Pupil Edition: 141, 148, 204, 454</p> |
| <ul style="list-style-type: none"> Selects relevant details to extend ideas and develop elaboration (e.g., more than one sentence adds detail to each main point or uses examples to extend the idea or supporting detail) | <p>Pupil Edition: 11, 58, 65, 70, 71, 85, 95, 104-105 (revising details), 127, 149, 150, 183, 187, 205, 216-217, 261, 275, 281, 293, 313, 322-331, 456, 458</p> |
| <ul style="list-style-type: none"> Varies method of developing character (e.g., dialogue), setting (e.g., through the eyes of a character) | <p>Pupil Edition: 96, 109</p> |
| <ul style="list-style-type: none"> Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., selects relevant data to support conclusions in math, science, or social studies; selects appropriate anecdotes to explain or persuade) | <p>Pupil Edition: 205, 208, 211, 216-217, 232-233, 240, 243, 245</p> |
| <p>3.1.2 Organizes different pieces of writing using more than one organizational structure</p> <ul style="list-style-type: none"> Develops an interesting introduction (e.g., leads with a question) | <p>Pupil Edition: 25, 72, 99, 106 (revising introductions), 155, 162 (revising introduction), 211, 263, 276, 288, 294, 350</p> |
| <ul style="list-style-type: none"> Develops an effective ending that goes beyond a repetition of the introduction (e.g., summary) | <p>Pupil Edition: 26, 74, 102, 106 (revising ending), 158, 163 (revising ending), 214, 266, 276, 288, 294, 353</p> |
| <ul style="list-style-type: none"> Varies leads and ending in narratives | <p>Pupil Edition: 99, 102</p> |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <ul style="list-style-type: none"> Sequences ideas and uses transitional words and phrases to link events, reasons, facts and opinions within and between paragraphs (e.g., order of importance---least, most, etc.) | Pupil Edition: 56-57, 156, 207, 212, 219, 465, 472-473 |
| <ul style="list-style-type: none"> Organizes clearly: <ul style="list-style-type: none"> ~ comparisons (e.g., point-by-point) ~ explanations (e.g., save most important point for last) ~ persuasion (e.g., if-then) ~ narratives (e.g., problem-solution-outcome) | Pupil Edition: 10, 22, 25-26, 56-57, 59, 74, 94, 106-107, 120-121, 144, 162-163, 170, 176-177, 182-185, 200, 206, 218-219, 232-233, 256, 267, 277, 283, 289, 295, 305, 315, 357, 367, 458 |

C o m p o n e n t 3 . 2

Uses appropriate style

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|---|
| 3.2.1 Chooses voice appropriate for specific audiences and purposes <ul style="list-style-type: none"> Selects and writes with a clearly defined voice appropriate to audience (e.g., informal and formal writing) | Pupil Edition: 164-165 |
| <ul style="list-style-type: none"> Selects and writes with voice appropriate to purpose (e.g. a “how to” paper versus a persuasive piece) | Pupil Edition: 108 (writing narratives with voice, purpose not mentioned), 165, 220-221, 462-463 |
| 3.2.2 Chooses language appropriate for a specific audience and purpose <ul style="list-style-type: none"> Uses formal, informal and specialized language (e.g., photosynthesis, ratio, expedition) appropriate for audience and purpose | Pupil Edition: 144, 164-165, 167, 220-221, 222-223 |
| <ul style="list-style-type: none"> Uses literary and sound devices (e.g., similes, personification, rhythm) | Pupil Edition: 314, 315, 318-319, 464 |
| <ul style="list-style-type: none"> Chooses words for impact | Pupil Edition: 10, 22, 71, 110-111, 120-121, 200, 232-233, 313, 314, 315 |
| <ul style="list-style-type: none"> Uses precise language (e.g., powerful verbs, specific descriptors, onomatopoeia) | Pupil Edition: 10, 22, 71, 110-111, 120-121, 144, 167, 200, 232-233, 313, 314, 315, 319 |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|---|
| 3.2.3 Uses a variety of sentences <ul style="list-style-type: none"> Varies length | Pupil Edition: 169, 224, 442, 443, 444, 445, 447, 448, 470 |
| <ul style="list-style-type: none"> Varies sentence beginnings | Pupil Edition: 29, 112, 449 |
| <ul style="list-style-type: none"> Varies sentence structures (e.g., dialogue, complex and simple sentences, including participial phrases) | Pupil Edition: 113, 441, 442-444, 445-448, 449, 470 |

C o m p o n e n t 3 . 3

Knows and applies appropriate grade-level writing conventions

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|-------------------------------------|
| 3.3.1 Writes legibly, especially when an audience is anticipated <ul style="list-style-type: none"> Maintains consistency in printing or cursive handwriting (e.g., size, spacing, formation, upper and lower case) | Pupil Edition: 119, 175, 231 |
| 3.3.2 Spells grade-level words accurately <ul style="list-style-type: none"> Spells high-frequency words (e.g., <i>because</i> and other common words) | Pupil Edition: 528-535 |
| <ul style="list-style-type: none"> Uses multiple strategies to spell Examples: <ul style="list-style-type: none"> ~ Visual patterns (e.g., <i>-ion</i> endings) ~ Sound patterns (e.g., easily confused endings <i>-able, -ible, -ant, -ent</i>) ~ Affixes (e.g., <i>pre-, in-, -ed, -ing, -graph</i>) ~ Rules (e.g., <i>i before e</i> rule) | Pupil Edition: 528-535 |
| <ul style="list-style-type: none"> Self-corrects spelling errors | Pupil Edition: 532 |
| <ul style="list-style-type: none"> Uses resources to find correct spelling for words identified as misspelled | Pupil Edition: 59, 532 |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <p>3.3.3 Applies capitalization rules</p> <ul style="list-style-type: none"> Capitalizes brand names (e.g., <u>N</u>ike) | <p>Pupil Edition: 510, 511</p> |
| <ul style="list-style-type: none"> Capitalizes geographic regions (e.g., the <u>W</u>est) | <p>Pupil Edition: 512, 513</p> |
| <p>3.3.4 Applies punctuation rules</p> <ul style="list-style-type: none"> Uses periods in abbreviations (e.g., pg., ft.) | <p>Pupil Edition: 479</p> |
| <ul style="list-style-type: none"> Uses commas to set off interjections (e.g., Okay₂, if you say so.) or explanatory phrases (e.g., They stood together₂, away from the pile of stones in the corner₂, and their voices were quiet.) | <p>Pupil Edition: 228 (covers using commas with introductory phrases and clauses), 486, 488</p> |
| <ul style="list-style-type: none"> Uses comma after date or address within text (e.g., June 1₂, 1993₂, was an important day in my life.) | <p>Pupil Edition: 484</p> |
| <ul style="list-style-type: none"> Use of quotation marks in dialogue correctly, internal and external correct (e.g., “How’s it going?”₂ the boy asked.) | <p>Pupil Edition: 116, 494-495</p> |
| <ul style="list-style-type: none"> Uses hyphen in numbers (e.g., twenty₂-three) | <p>Pupil Edition: 496, 524-525</p> |
| <ul style="list-style-type: none"> Uses hyphen to join numbers (e.g., pages 1₂-3, the Mariners won, 17₂-6.) | <p>Pupil Edition: 524</p> |
| <ul style="list-style-type: none"> Uses ellipsis (...) correctly: <ul style="list-style-type: none"> ~ to show omitted words ~ to show a pause | <p>Pupil Edition: 500</p> |
| <ul style="list-style-type: none"> Uses semi-colon correctly between two independent clauses | <p>Pupil Edition: 500, 501</p> |
| <ul style="list-style-type: none"> Uses resources to check punctuation | <p>Pupil Edition: 479-507</p> |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| 3.3.5 Applies usage rules <ul style="list-style-type: none"> • Uses subject vs. object pronouns correctly (e.g., <i>I</i> vs. <i>me</i>) | Pupil Edition: 578 |
| <ul style="list-style-type: none"> • Uses resources to check usage | Pupil Edition: 407-430, 570-605 |
| 3.3.6 Writes complete sentences | Pupil Edition: 168 (fixing fragments), 432-435, 436 |
| 3.3.7 Maintains paragraph conventions <ul style="list-style-type: none"> • Uses new paragraphs to change speakers in dialogue | Pupil Edition: 117 |
| <ul style="list-style-type: none"> • Uses paragraph conventions (designated by indentation or block format skipping lines between paragraphs) | Pupil Edition: 117 |

E A L R 4

The student analyzes and evaluates the effectiveness of written work.

C o m p o n e n t 4 . 1

Analyzes effectiveness of written work

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|-----------------------------|
| 4.1.1 Applies established criteria to evaluate others writing <ul style="list-style-type: none"> • Examines established authors' writing by identifying aspects of the author's craft (e.g., leads, conclusions, word choice, purpose, character and plot development) | Pupil Edition: 449 |
| <ul style="list-style-type: none"> • Analyzes the writing of peers (e.g., in science, looking for conclusions drawn from data) | Pupil Edition: 39-42 |

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <p>4.1.2 Applies established criteria to understand strengths and weaknesses of own writing</p> <ul style="list-style-type: none"> Measures own writing using criteria (e.g., WASL rubric and anchor papers, checklists, 6-trait scoring guides) | <p>Pupil Edition: 31-38, 120-121, 176-177, 232-233</p> |
| <ul style="list-style-type: none"> Selects and evaluates written work for portfolio | <p>Pupil Edition: 43-49</p> |
| <ul style="list-style-type: none"> Demonstrates evidence of meeting goals (e.g., “My sentence fluency has improved because I now vary the beginnings of my sentences.”) | <p>Pupil Edition: 47, 37 (covers student-self assessment, including areas targeted for improvement, but does not require that students track growth), 123 (covers student-self assessment, including areas targeted for improvement, but does not require that students track growth), 179 (covers student-self assessment, including areas targeted for improvement, but does not require that students track growth), 235 (covers student-self assessment, including areas targeted for improvement, but does not require that students track growth)</p> |

C o m p o n e n t 4 . 2
Seeks and offers feedback

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|---|--|
| <p>4.2.1 Seeks, offers, and uses feedback from peers and adults</p> <ul style="list-style-type: none"> Shares writing with partner or group (e.g., writing groups) | <p>Pupil Edition: 39-42, 74, 103, 115, 161, 171, 215, 227</p> |
| <ul style="list-style-type: none"> Makes decisions about writing based on feedback (e.g., revision before final draft) | <p>Pupil Edition: 15, 39-42, 74, 215</p> |
| <ul style="list-style-type: none"> Records feedback using writing group procedure (e.g., partner underlines telling sentences, such as “I had fun” and writer changes to showing detail, “I squealed as the roller coaster sped around a corner.”) | <p>Pupil Edition: 15, 39-42</p> |

C o m p o n e n t 4 . 3

Sets goals for improvement

| Grade Level Expectations, Grade 5 | Write Source, Grade 5 |
|--|--|
| <p>4.3.1 Evaluates and adjusts goals</p> <ul style="list-style-type: none">Writes reflection about growth in writing and creates an improvement plan (e.g., “My introductions are getting better, but I need to learn about different kinds of conclusions.”) | <p>Pupil Edition: 20, 124, 180, 236, 362</p> |
| <ul style="list-style-type: none">Evaluates own use of writing process and sets goals (e.g., “After I brainstorm, I need to organize my ideas so my writing flows in a logical order.”) | <p>Pupil Edition: 20, 37, 123, 124, 179, 180, 235, 236, 362</p> |



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