



Fifth Grade Writing from Knowledge and Experience:

“Courage”

Writing from Knowledge and Experience **5th Grade**

DIRECTIONS:

When people show courage, it can happen in many ways. From brave acts of heroism to small acts of determination, people act courageous in a variety of situations.

Write about the topic of “courage.”

You may:

Write about how people show courage.

Write about a time you or someone you know showed courage.

OR

Describe someone you know who has shown courage.

OR

Write about a situation in which someone would need to show courage.

OR

Write about this topic in your own way.

Please write your response on **ONLY** the following two pages.

You may use the checklist on the final page to review and revise your writing.

Your audience will be an interested adult.

REVIEW OF WRITING: PUBLISHING THE FINAL COPY

DIRECTIONS:

Use the following checklist as you revise and edit the writing that you have done

CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the theme?
- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

Writing from Knowledge and Experience Student Prompt Ideas- 5th Grade

1. showing courage
2. giving respect
3. kindness
4. friendliness/making/keeping friends
5. truth/lies/honesty
6. determination
7. overcoming a difficulty
8. making a good choice
9. trying something new/learning first time
10. caring
11. family
12. loss
13. solving a problem
14. helping someone
15. getting along
16. following rules
17. making a good/bad decision
18. being accepted/being different/getting accepted
19. changes
20. surprises
21. good vs. evil
22. talent or skill
23. memory
24. person you admire



Writing from Knowledge and Experience

Grade: 5

Theme: Courage

Answer: Open-ended

GLCE Assessed	Cognitive Domain	GLCE
W.GN.05.01	Synthesis	<p>Writing Genres <i>Students will...</i></p> <p>W.GN.05.01 Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions [Core]</p> <p>W.GN.05.03 Write a position piece to demonstrating [e] understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings [Core]</p> <p>Writing Process <i>Students will...</i></p> <p>W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text [Core]</p> <p>W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast) [Core]</p> <p>W.PR.05.03 Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs [Core]</p> <p>W.PR.05.05 Independently and collaboratively edit and proofread writing using grade level checklists [Core]</p> <p>Personal Style <i>Students will...</i></p> <p>W.PS.05.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support) [Core]</p> <p>Grammar and Usage <i>In the context of writing, students will...</i></p> <p>W.GR.05.01 Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list [Core]</p> <p>Spelling <i>In the context of writing, students will...</i></p> <p>W.SP.0501 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers) [Core]</p> <p>Handwriting <i>Students will begin to...</i></p> <p>W.HW.05.01 Write neatly and legibly [Core]</p>
W.GN.05.03	Synthesis	
W.PR.05.01	Analysis	
W.PR.05.02	Analysis	
W.PR.05.03	Application	
W.PR.05.05	Application	
W.PS.05.01	Synthesis	
W.GR.05.01	Application	
W.SP.05.01	Application	
W.HW.05.01	Application	



Writing from Knowledge and Experience

Sample Student Rubric—Grades 5-7

Points Scored	Criteria
6	<p>“My writing makes an impact on my reader and it is interesting to read.”</p> <ul style="list-style-type: none"> ___ My writing is interesting, clear and focused. ___ My ideas and content are developed with appropriate details and examples. ___ My writing is organized to help the reader make sense of the text and read it easily. ___ I chose words to make the story feel life-like and come alive. This sounds like me! ___ I used proper grammar, punctuation and spelling very well. ___ I used my best handwriting.
5	<p>“My writing gets the message across clearly and my reader understands it.”</p> <ul style="list-style-type: none"> ___ My writing is interesting, clear and fairly well-focused. ___ My ideas and content are developed with details and examples. ___ My writing is organized and easy to understand. ___ I chose words that make the story interesting. ___ I used proper grammar, punctuation and spelling well. ___ I used good handwriting.
4	<p>“My writing makes the point and it seems to make sense.”</p> <ul style="list-style-type: none"> ___ The writing is generally interesting, clear and focused. ___ My ideas and content are usually developed with details and examples. ___ The writing has some order that helps the reader understand it. ___ I chose words that go with the type of story this is. ___ I used proper grammar, punctuation and spelling most of the time. ___ I used good handwriting.
3	<p>“My writing has some good ideas, but I could make things clearer or add details.”</p> <ul style="list-style-type: none"> ___ My writing is interesting, but not necessarily clear and focused. ___ My ideas are somewhat developed with a few details and examples. ___ My writing is organized and but sometimes not easy to understand. ___ I chose some interesting words. ___ I used proper grammar, punctuation and spelling mistakes some of the time. ___ I used acceptable handwriting.
2	<p>“My writing gets some ideas out there, but needs to stay focused and use some examples.”</p> <ul style="list-style-type: none"> ___ My writing is kind of interesting, but not clearly focused. ___ My ideas and content need more examples and details. ___ My writing is poorly organized and that makes it hard for readers to understand. ___ I use some words over and over again. ___ I used proper grammar, punctuation and spelling mistakes only part of the time. ___ I used handwriting, but it may be sloppy.
1	<p>“My writing offers a glimpse at what I am hoping to say and I know that there are things to fix.”</p> <ul style="list-style-type: none"> ___ My writing needs some more focus because I write about too many things. ___ My ideas need more details to support them. ___ My writing is unorganized and my reader will get lost. ___ I use most of my words over and over again. ___ I only use proper grammar, punctuation and spelling mistakes once in awhile. ___ I used messy handwriting.



Writing from Knowledge and Experience Sample Teacher Rubric - Grades 2-7

Points Scored	Criteria
6	The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with details and examples where appropriate. The writer's control over organization and the connections between ideas relevant move the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. My grammar, punctuation, and spelling contribute to my writing.
5	The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
4	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
3	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
2	The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
1	The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.