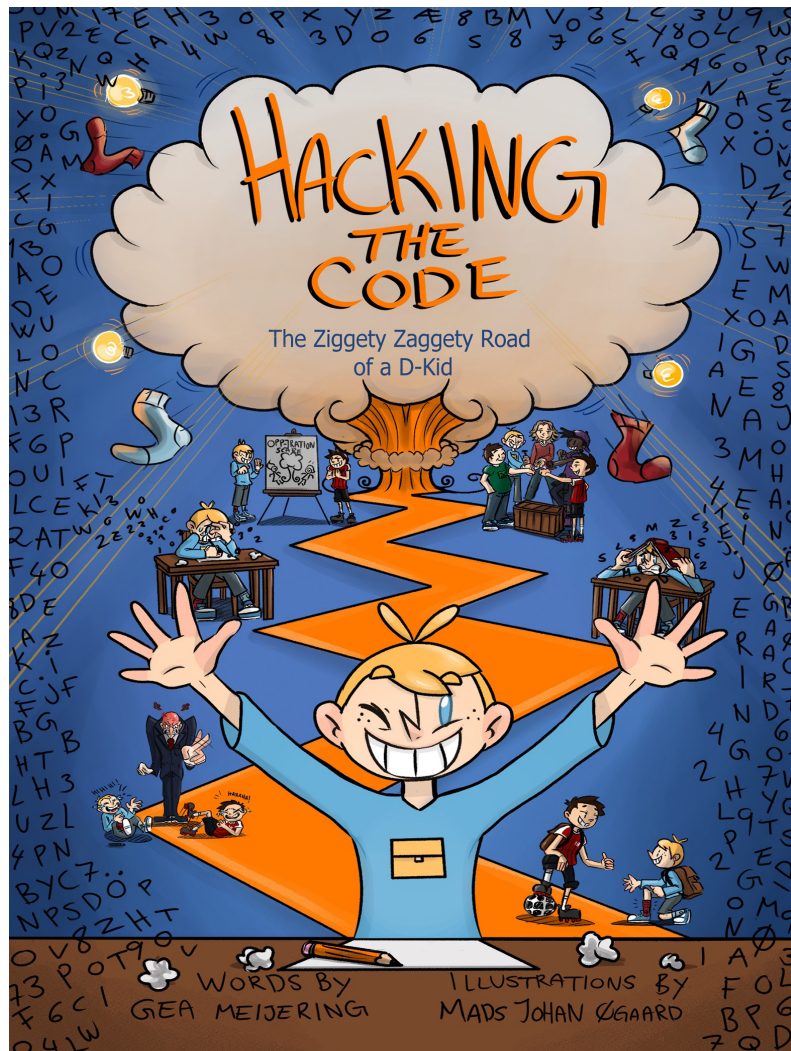


LESSON PLAN & ACTIVITY GUIDE

FOR USE WITH



Grades 3 - 5

WRITTEN BY JESSICA BENNETT, PH.D

LESSON PLAN & ACTIVITY GUIDE

HACKING THE CODE

THE ZIGGETY ZAGGETY
ROAD OF A D-KID

WORDS BY GEA MEIJERING
ILLUSTRATIONS MADS JOHAN OGAARD

GRADE LEVELS: 3-5 & HOMESCHOOL

SUBJECTS: READING, WRITING

STANDARDS USED: COMMON CORE, SEE EACH SECTION

LESSON PLAN AUTHOR: JESSICA BENNETT PH.D

JESSICA BENNETT PH.D

As a licensed intervention specialist preK-12, Dr. Bennett has over 16 years experience as a teacher. Most of her career was spent with elementary aged kids, but her first year (2005) and most recent year (2021) has been spent with middle and high school students. In 2020-2021 she started integrating executive functioning and mindfulness skills with the teenagers who showed up in her basement classroom.

Dr. Bennett has been training and coaching teachers since 2011 at The Ohio State University, Battle for Kids, and Otterbein University.

Jessica is the founder and Director of [Mindful Literacy Columbus \(501C3\)](#).





First

The activities in this lesson plan can be altered based on the age of your students. These are written for grades 3-5 and include the common core standards for each section.

Graphic Organizer

You can use the graphic organizer 'Fiction' on the next page by either modeling how to fill it out as the book is read aloud, or by having students fill it out (or doodle on it!) as they listen to the story being read aloud. One thing that is really important to do during read-alouds is to make sure the kids know WHAT they are listening for. These story elements and this graphic organizer can be used for any fiction book! Read alouds, or read alones!

Fiction

Name:

Date:

Title:

Author:

Characters:

Setting(s):

Problem(s):

Solution to Main Problem:

Text evidence/quotes:

DYSLEXIA-ISMS (TEACHER PAGE)

Make a list of challenges and triumphs that Kees has throughout the story.

Be sure to cite what page the challenge is on.

Make at least 2 inferences about people who have dyslexia.

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- LEFT/RIGHT (P 4,5,129)
- YOUNGER SIBLING BOOK WORM AND COMPARING (P 1,2,62,100,101,107,151)
- STRENGTHS - MAKING THINGS (P 5,6,82,91,106,163)
- FUNNY (P 7,54,126)
- STORY TELLING (P 16)
- FIXING THINGS (P 41,91,98)
- WRITING AND READ ALOUD AVOIDANCE (P 10,21,22,32,33,58,64,66,92,135)
- KWOW HE'S VIEWED A BAD KID BUT KNOWS HIS BRAIN WORKS IN A MARVELOUSLY DIFFERENT WAY (P 12,14,15,16,64,65,128,140,141,161,162)
- PETE MAKING ACCOMODATIONS FOR HIM (P 23,61,114)
- PSYCH TESTING (P 77-83, 166-182)
- SUPERPOWER (P 15,82)
- FEELING STUPID (P75,88,93,99,96)
- (ALL PAGE NR. REFER TO THE PAPERBACK VERSION)

Using Common Core Standards : CCSS.ELA-LITERACY.RL.3.6, CCSS.ELA-LITERACY.RL.3.5, CCSS.ELA-LITERACY.RL.3.2, CCSS.ELA-LITERACY.RL.4.1, CCSS.ELA-LITERACY.RL.4.2, CCSS.ELA-LITERACY.RL.5.1, CCSS.ELA-LITERACY.RL.5.2



DYSLEXIA-ISMS (STUDENT PAGE)

Make a list of challenges and triumphs that Kees has throughout the story.

Be sure to cite what page the challenge is on.

What are 2 things that these challenges and triumphs show about people who have dyslexia.

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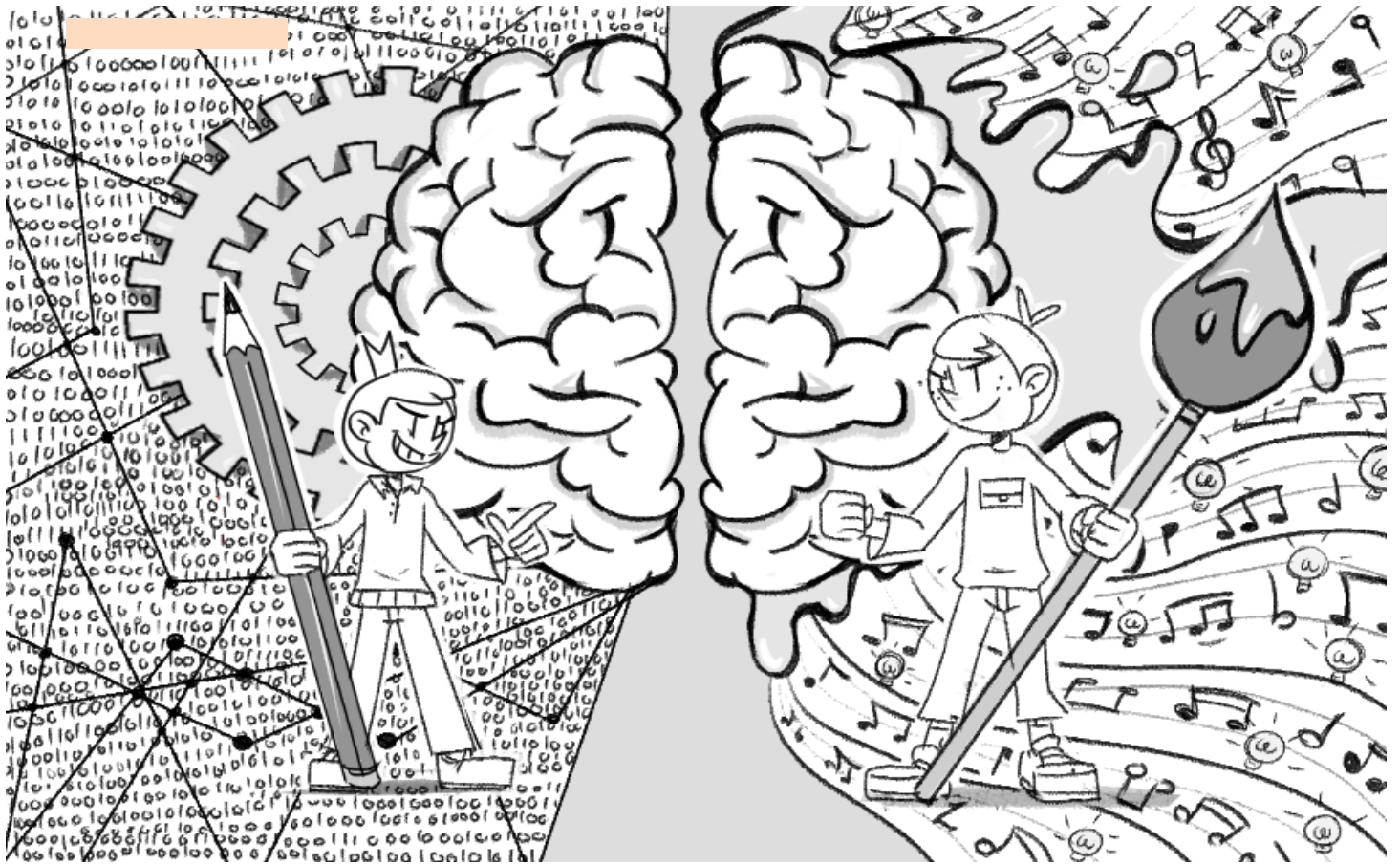
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WRITING PROMPTS

Write 3-5 sentences for each prompt. Make sure to support your statements with examples.

Apple or Android brain?

What makes you happy?

What do people misunderstand about you?

What friend supports you?

What is your superpower?

(Use the written response checklist on the next page to edit your work).

Common Core Standards: CCSS.ELA-LITERACY.W.3.4; 4.4, 5.4

Name: _____ Date: _____

WRITTEN RESPONSE

Circle how you made a "written" response.

**SPEECH TO TEXT
OR
ADULT SCRIBE**

**WRITE
OR
TYPE**

**VIDEO
OR
VOICE MEMO**

Does your written response have all 8 of these things? If not, go back
and edit your response, then check it off the list!

- 1 Each sentence starts with a Capital.
- 2 Each sentence ends with punctuation.
- 3 The words are in the right order and make sense.
- 4 There are at least 3 sentences.
- 5 I tried my best on spelling or asked for help.
- 6 I used my notes to help me think.
- 7 I have at least 3 transition words/phrases.
- 8 I read what I wrote and made changes if needed.

NAMES - INTRODUCTION (TEACHER PAGE)

Science based reading is all about teaching the five competences of reading to kids. Phonemic awareness, phonics, vocabulary, fluency, and comprehension. Even more specifically, the reasearch points to teaching systematic and sythetic phonics to kids. And for good reason! There is a lot of data to support that all kids (not just those who struggle) benefit from this type of early literacy instruction. Hopefully your school uses a reading instruction curriculum that is science based and your kids are expert sounder-outers. (And if not, start asking why!) But what do we do when we use all our tools to sound out a word (whether to read it or spell it), and we come up short? Using an apporach called structured word-inquiry, **students can learn how to investigate the meaning of words** (and even single graphemes!) in order to make more sense of the structure of our langauge. After all, English is NOT 100% based on sounds. English is a stress-based langauge. This means that the different stress we place on syllables in a word or words in a sentence can affect how they sound AND what they even mean! English has no exceptions. Only explanations. Our langauge is rich and beautiful and full of human stories from all over the globe that spans accross thousands of years and many other langauges. And just like the families you and I were born into, words have relatives too. And these relatives can help us not only better understand what words mean, but also, why they are spelled the way they are. The following activies are a fun way to introduce your students to the structured word inquiry approach. Have fun, ask lots of questions, and do not be afraid to say, "I don't know, but I will ask someone who might be able to help us find out!" (and feel free to email me, Dr. Bennett, anytime!)

Use resources such as

<https://www.babynamewizard.com/> and

<https://www.etymonline.com/> to find the meaning of names (although I do not recommend having students have free reign of etymology online... sometimes we find surprises of words that are related to each other!) We have attached a WORD DETECTIVE PDF for this activity.

Common Core Standards both Names activities:

CCSS.ELA-LITERACY.RF.3.3,

CCSS.ELA-LITERACY.RF.4.3,

CCSS.ELA-LITERACY.RF.5.3.A

Names

Mr. Smek

Connect name to other stories



Does /sm/ have a negative connotation? Highlight all the words that could mean something not-so-pleasant. If you don't know what a word means, look it up! How many could possibly mean something negative?

smog	smarmy	smacker	smooths	smidgins	smartness	smatterings
smug	smarts	smaller	smoothy	smirking	smelliest	smithereens
smut	smears	smarted	smother	smithies	smidgeons	smokescreen
smack	smells	smarten	smudged	smocking	smilingly	smokestacks
small	smelly	smarter	smudges	smoggier	smoggiest	smorgasbord
smart	smelts	smartly	smugger	smokiest	smokeless	smouldering
smash	smiled	smashed	smuggle	smolders	smoldered	smallholders
smear	smiles	smasher	smackers	smooched	smooching	smallholding
smell	smiley	smashes	smacking	smooches	smoothest	smokescreens
smelt	smirks	smearred	smallest	smoothed	smoothies	smorgasbords
smile	smites	smelled	smallish	smoother	smoothing	smallholdings
smirk	smiths	smelted	smallpox	smoothie	smothered	
smite	smithy	smelter	smarmier	smoothly	smoulders	
smith	smocks	smidgen	smartens	smothers	smudgiest	
smock	smoggy	smidgin	smartest	smoulder	smugglers	
smogs	smoked	smiling	smarting	smudgier	smuggling	
smoke	smoker	smirked	smashers	smudging	smuttiest	
smoky	smokes	smiting	smashing	smuggest	smartening	
smote	smokey	smitten	smearing	smuggled	smattering	
smuts	smooch	smocked	smellier	smuggler	smokestack	
smacks	smooth	smokers	smelling	smuggles	smoldering	
smalls	smudge	smokier	smelters	smugness	smoothness	
	smudgy	smoking	smelting	smuttier	smothering	
	smugly	smolder	smidgens	smallness	smouldered	
	smutty	smoochy	smidgeon	smarmiest	smuttiness	
	smacked			smartened	smallholder	

In phonics we learn that words that have a short vowel sound and end in the /k/ sound are spelled with <ck>. His name does not. What do you think is going on there?

The image shows the name 'KEES' written in a bold, black, hand-drawn style on a grey background. The letters are slightly slanted and have a thick, expressive quality. The 'K' is on the left, followed by 'E', 'E', and 'S' on the right. The 'S' has a long, curved tail that loops back towards the right.

NAMES

Did you have a debate on how to pronounce Kees' name? Even though there was a pronunciation guide?

What does your name (first or last) mean?

What language does it come from?

What year can it be traced back to?

What other words might it be related to?

What are the letters doing in your name (as they relate to sounds?)

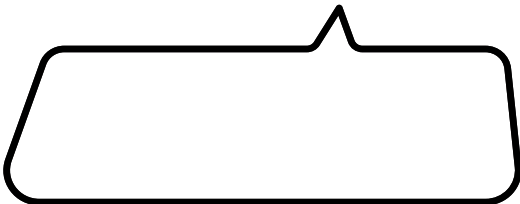
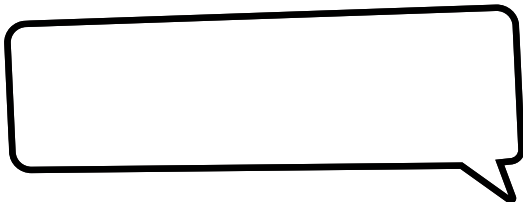
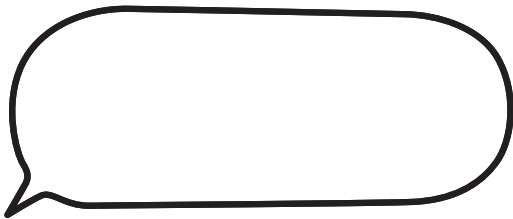
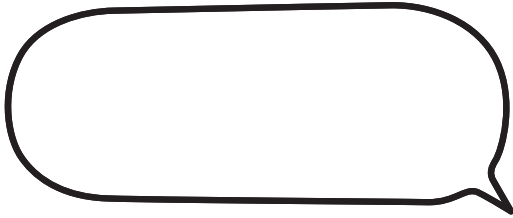
NAME _____ DATE _____

TEXT _____ AUTHOR _____



Word Detective

Write a word you are curious about in the speech bubble.
Investigate the word and write what it means in the box.





CHARACTER TRAITS

- Choose one of the characters and track how they change from the beginning, the middle, to the end. (You can use the character traits list on page 14)

CHARACTER:

.....

BEGINNING

.....

.....

.....

.....

MIDDLE

.....

.....

.....

.....

.....

END

.....

.....

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.....

Common Core Standards: CCSS.ELA-LITERACY.RL.3.3, CCSS.ELA-LITERACY.RL.4.3, CCSS.ELA-LITERACY.RL.5.3



CHARACTER TRAIT EXAMPLES

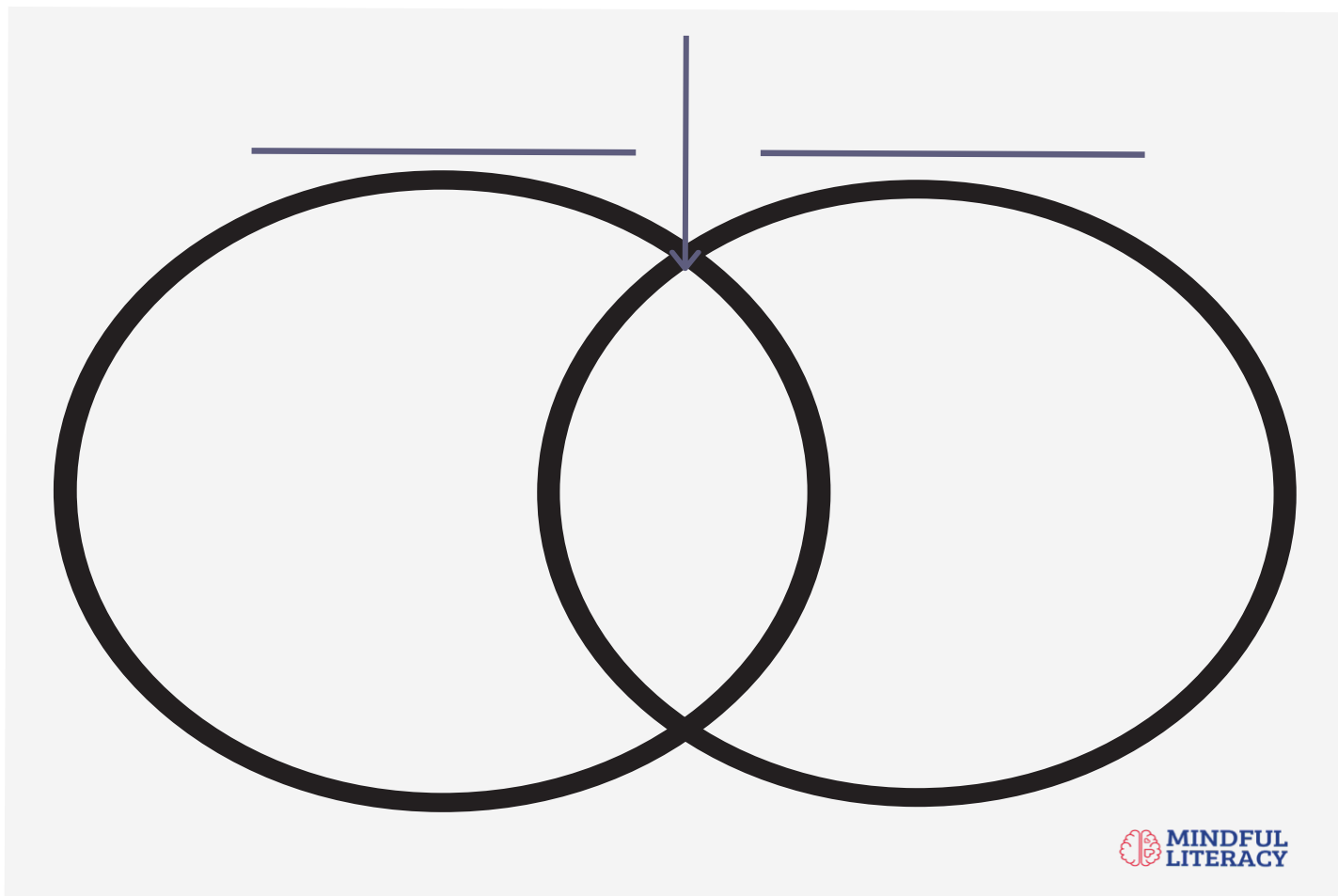
- | | | | |
|-----------------------|--------------------|-----------------------|--------------------|
| <input type="radio"/> | ADVENTUROUS | <input type="radio"/> | LAZY |
| <input type="radio"/> | ANNOYING | <input type="radio"/> | MEAN |
| <input type="radio"/> | BOSSY | <input type="radio"/> | MISCHIEVOUS |
| <input type="radio"/> | BRAVE | <input type="radio"/> | NICE |
| <input type="radio"/> | CHEERFUL | <input type="radio"/> | NOSY |
| <input type="radio"/> | CLEVER | <input type="radio"/> | RESPECTFUL |
| <input type="radio"/> | CURIOUS | <input type="radio"/> | SAD |
| <input type="radio"/> | DANGEROUS | <input type="radio"/> | SELFISH |
| <input type="radio"/> | EXCITING | <input type="radio"/> | SERIOUS |
| <input type="radio"/> | FRIENDLY | <input type="radio"/> | SHY |
| <input type="radio"/> | FUN | <input type="radio"/> | SILLY |
| <input type="radio"/> | FUNNY | <input type="radio"/> | SMART |
| <input type="radio"/> | GENEROUS | <input type="radio"/> | SNEAKY |
| <input type="radio"/> | GENTLE | <input type="radio"/> | THOUGHTFUL |
| <input type="radio"/> | HAPPY | <input type="radio"/> | TRUSTWORTHY |
| <input type="radio"/> | HONEST | <input type="radio"/> | WILD |
| <input type="radio"/> | | <input type="radio"/> | |
| <input type="radio"/> | | <input type="radio"/> | |
| <input type="radio"/> | | <input type="radio"/> | |
| <input type="radio"/> | | <input type="radio"/> | |

(YOU CAN ADD A CHARACTER TRAIT YOU DIDN'T SEE ON THE LIST)

CHARACTER TRAITS

- Pick two characters
- Compare and contrast them. What is the same & what is different about them using the Venn diagram below.

Examples: Pete, Kees, Maria, Sophie



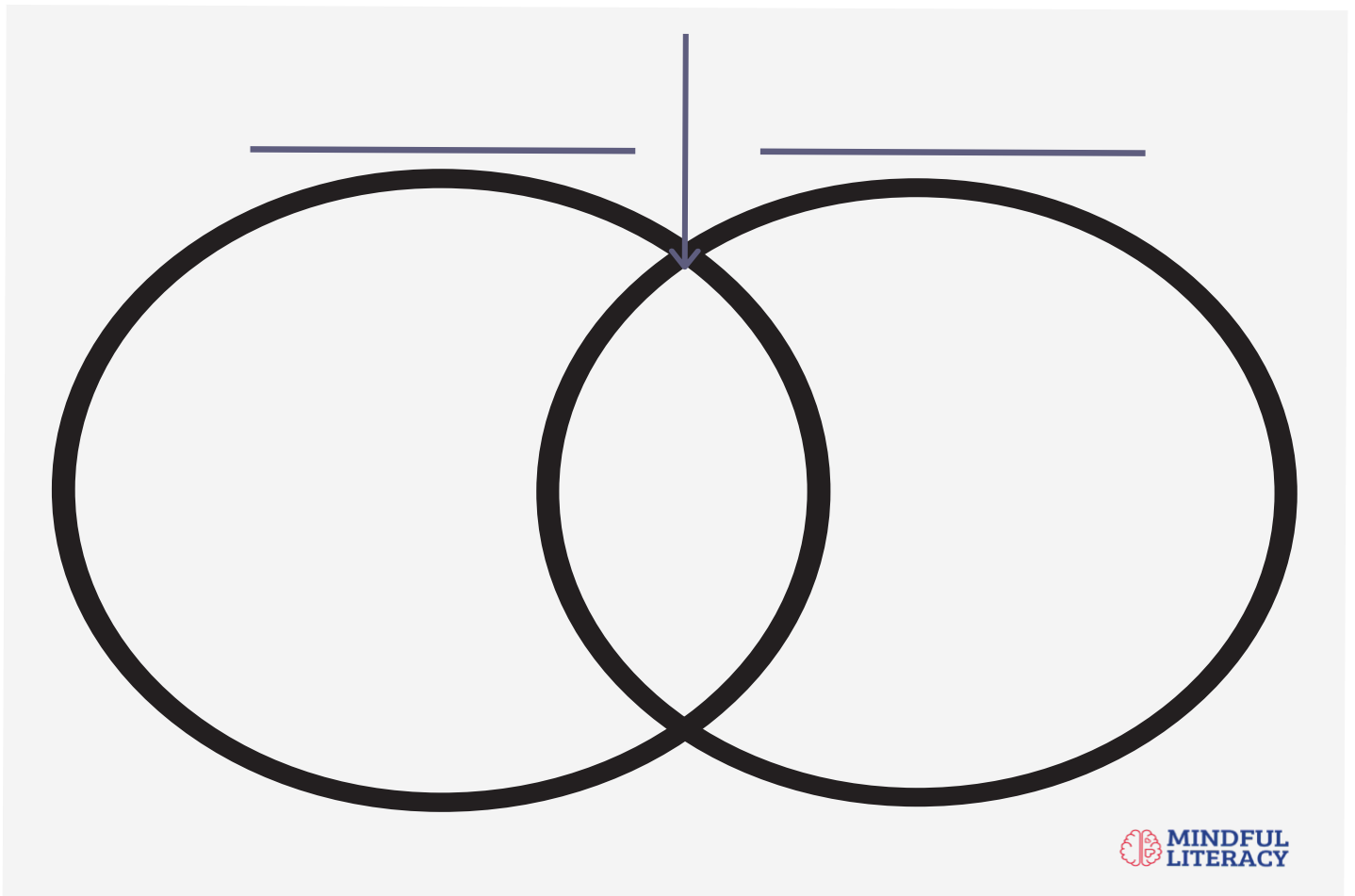
 MINDFUL
LITERACY

Common Core Standards: CCSS.ELA-LITERACY.RL.3.3, CCSS.ELA-LITERACY.RL.4.3, CCSS.ELA-LITERACY.RL.5.3

CHARACTER TRAITS

- Pick two characters
- Compare and contrast them. What is the same & what is different about them using the Venn diagram below.

Examples: Tom, Meghan, Charlie



Common Core Standards: CCSS.ELA-LITERACY.RL.3.3, CCSS.ELA-LITERACY.RL.4.3, CCSS.ELA-LITERACY.RL.5.3

**“IDEAS ARE WHAT’S
IMPORTANT, NOT THE
ABILITY TO WRITE A
SEQUENCE OF LETTERS.”**

-GRANDPA OF KEES

FUN ACTIVITIES IN CLASS THAT SHOW STRENGTHS

1

Paper Mache Activity

2

Reverse Lesson Plan

Let the kids come up with fun stem experiments

3

Make a graphic novel in Pixton

Or use a card to make panels on an 11x8 piece of paper

4

Make a class list of everyone's "I am good at" list

(use sticky notes and have people come up with at least 3 "I am good at..." list)



FUN ACTIVITIES IN CLASS THAT SHOW STRENGTHS

5

Award Day!

List at least 1 positive characteristic for everyone in your class. Make a word picture (Wordle) for each person.

6

Search it up!

(p128) Create a research question as a group of Androids and Apples. Research and display what you learned in a way that does NOT include writing a 2 page paper: slide show, poster board, song, dance, you name it!

7



Common Core Standards Fun Activities:

CCSS.ELA-LITERACY.W.5.4,4.4, 3.4, CCSS.ELA-LITERACY.W.5.5, 4.5, 3.5, CCSS.ELA-LITERACY.W.5.6, 4.6, 3.6



**TEACHER PAGE
FINAL PROJECT IDEAS:**

Dear teachers, following these pages are 3 graphic organizers for the 3 genres of writing. These can be used for each of the project options AND they can be used for ANY writing project you do with your students. You can also use these organizers for reading comprehension for short texts or chapter books. Students can also use these before crafting 3-5 sentence written responses based on what they have read. They are very dynamic and generic so that students learn that eventually they can make their own organizers anytime, anyplace, for anything!

Option 1, 'Narrative':

Use the Narrative student friendly checklist and teacher rubric. You can use the Fiction graphic organizer.

CCSS.ELA-LITERACY.W.5.3,4.3, 3.3 CCSS.ELA-LITERACY.W.5.8, 4.8, 3.8

Option 2, 'Opinion':

Use Opinion student friendly checklist, teacher rubric and graphic organizer

CCSS.ELA-LITERACY.W.5.1, 4.1, 3.1

Option 3, 'Informational':

Use Nonfiction/informative student friendly checklist and teacher rubric, and graphic organizer.

CCSS.ELA-LITERACY.W.5.2,4.2 CCSS.ELA-LITERACY.W.5.7, 4.7

Common Core Standards for each option: CCSS.ELA-LITERACY.W.5.4,4.4, 3.4, CCSS.ELA-LITERACY.W.5.5, 4.5, 3.5, CCSS.ELA-LITERACY.W.5.6, 4.6, 3.6

FINAL PROJECT IDEAS WORKFLOW SUGGESTION

**FIRST
BRAINSTORM OUT LOUD
INTO
VIDEO OR USE VOICE
MEMO.**

**NEXT
FILL OUT THE GRAPHIC
ORGANIZER.**

**THEN
TRANSLATE YOUR
MONOLOGUE INTO PRINT**

MAKE SURE YOUR THOUGHTS ARE ORGANIZED--EACH PARAGRAPH SHOULD BE ABOUT THE SAME TOPIC. USE YOUR GRAPHIC ORGANIZER TO HELP YOU.

EDIT

**HAVE A PEER EDIT USING
THE CHECKLIST**

**HAVE AN ADULT EDIT USING
THE CHECKLIST**

TO DO LIST

.....

.....

.....



FINAL PROJECT IDEAS:

Option 1:

Write a two page essay about the hardest thing you ever did. Use the Fiction graphic organizer and any other accommodation you need.

Option 2:

Is taking away recess time for poor academic performance corporal punishment? What should teachers/principals do instead? What should kids do instead? “You are principal of the school”... What would have been a better way to stop Kees from pulling his pranks in the school? Write a persuasive essay to Kees’ principal.

Option 3:

Homework- Research best practices for homework policies. Make sure to have citations from both and take a class vote on homework policies.

Fiction

Name:

Date:

Title:

Author:

Characters:

Setting(s):

Problem(s):

Solution to Main Problem:

Text evidence/quotes:

Name: _____ Date: _____

OPINION

Convince someone of your opinion! Write 3 good reasons to support your opinion.

Then restate your opinion in the conclusion using different words. Remind the reader of the reasons, putting them all in one sentence. . HINTS: Appeal to the person's feelings in the introduction to hook them in. Appeal to their logic in the reasons. Cite a source or two to make your argument more believable.

Title: _____



1 Reason 1

2 Reason 2

3 Reason 3



Name: _____

Date: _____

NON-FICTION

A topic tells us in ONE WORD what the passage is about. Write 3 details or facts you learn from the text. Then come up with a WHOLE sentence about what the whole text is about (this is the MAIN IDEA). HINT: The main idea tells us how the 3 details are related. The details SUPPORT the main idea.

Title: _____



TOPIC:

1

Detail 1

2

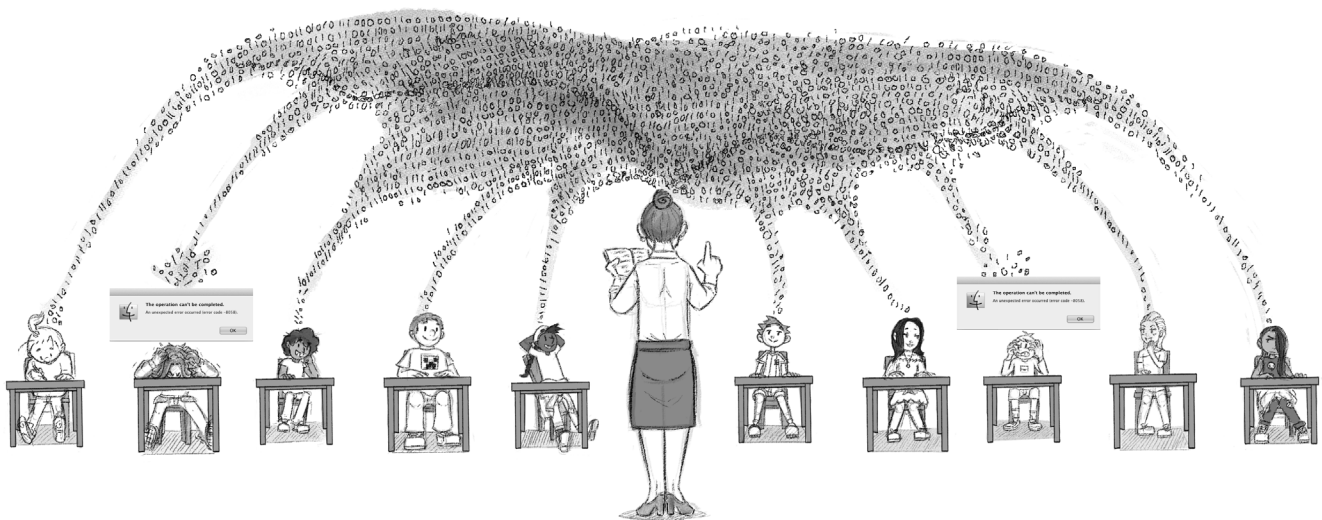
Detail 2

3

Detail 3



MAIN IDEA



TEACHER ADVICE

Accommodations to use in the classroom:

- Dictation
- Speech to text
- Extra time
- Pre-teaching vocabulary
- Front loading content

Be mindful NOT to do:

- Fun activities while anyone is in intervention
- Use a red pen
- Have rewards based on performance
- Use embarrassment as punishment

THE END

WE HOPE YOU ENJOYED USING THIS LESSON PLAN AND ACTIVITY GUIDE IN CONJUNCTION WITH HACKING THE CODE.

IF YOU HAVE ANY QUESTIONS OR COMMENTS PLEASE EMAIL DR. BENNETT AT DRBENNETT@MINDFULLITERACYPRACTICE.ORG OR GEA AT ICAREPRESS@GMAIL.COM.

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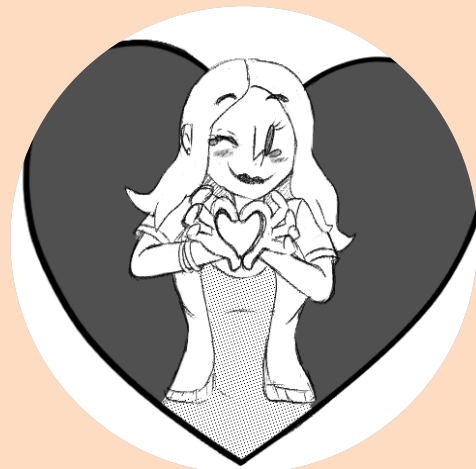
ONE MORE THING.

IF YOU LIKE HACKING THE CODE, PLEASE HELP US BY SHARING IT WITH FAMILY AND FRIENDS, ON SOCIAL MEDIA (TAG [@HACKING.THE.CODE](https://www.instagram.com/hacking.the.code)) AND MOST IMPORTANTLY WRITE A REVIEW ON [AMAZON](https://www.amazon.com). WWW.ICAREPRESS.COM

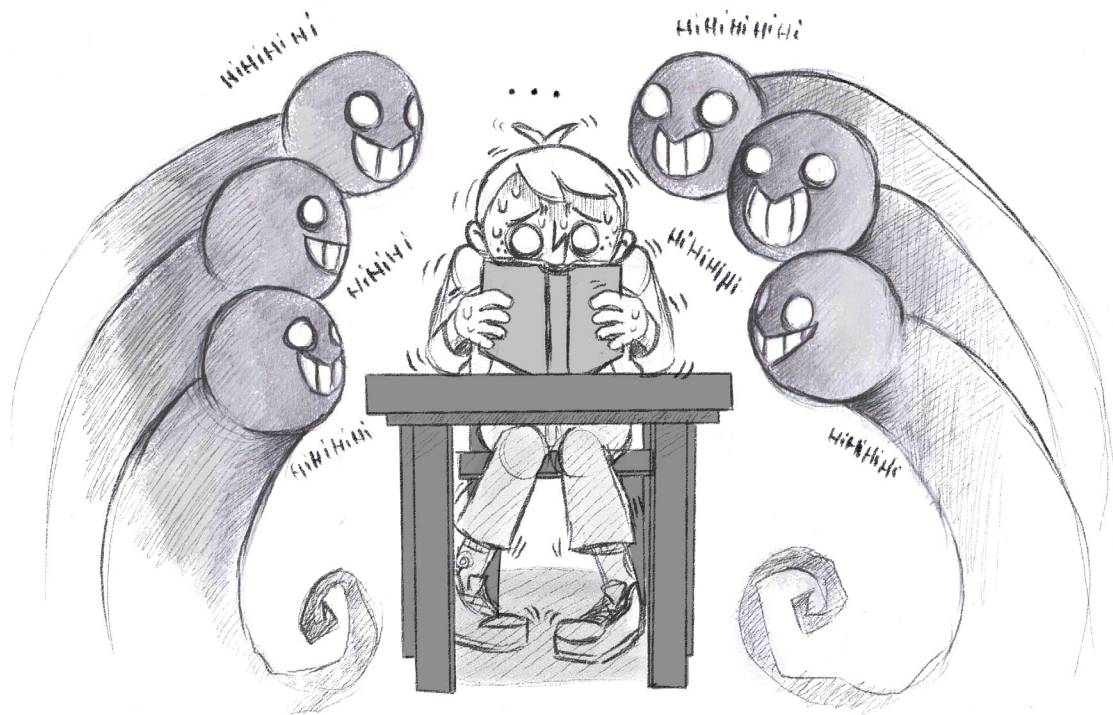
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THANK YOU, WE ARE GRATEFUL



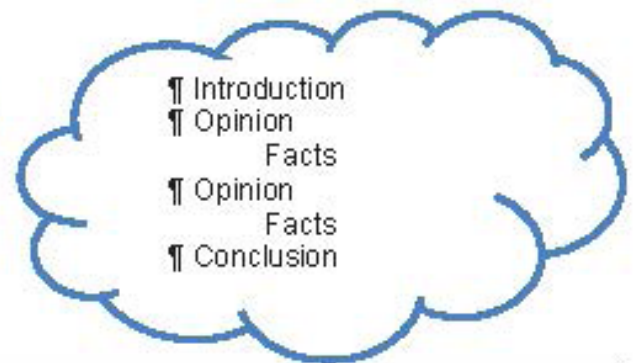
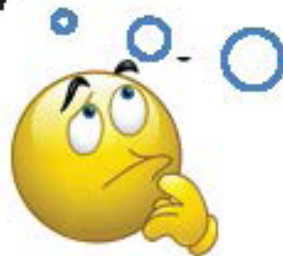
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RUBRICS AND CHECKLISTS FOR THE FINAL PROJECT



WRITING: *Opinion*



WRITING Goals: *State your opinion and back it up by real facts that make sense*

Introduction

- | | |
|----------|---|
| 1 | <ul style="list-style-type: none"> ○ Title provides topic and more ○ Clear topic sentence ○ Clearly stated opinion ○ Introduction is in its own paragraph |
|----------|---|

Opinion

- | | |
|----------|--|
| 2 | <ul style="list-style-type: none"> ○ Clearly stated at least 3 reasons to support each opinion ○ Opinions are logically ordered ○ Each opinion backed up by facts and details ○ Each opinion has at least 3 sentences in its own paragraph ○ Related ideas are logically grouped to support purpose |
|----------|--|

Transition/Linking words

- | | |
|----------|---|
| 3 | <ul style="list-style-type: none"> ○ 5 or more linking words AND ○ Included at least three advanced linking words (for instance, in order to, in addition) ○ Included clauses (consequently, specifically) |
|----------|---|

Conclusion

- | | |
|----------|--|
| 4 | <ul style="list-style-type: none"> ○ Conclusion is related to opinion(s) presented ○ Did not re-use words/phrases from introduction ○ Conclusion in its own paragraph |
|----------|--|

Conventions

- | | |
|----------|--|
| 5 | <ul style="list-style-type: none"> ○ Used appropriate punctuation (.), (?), (!), (,), (.), (:), (,) ○ 98% of words are spelled correctly ○ Capitals used for first word of sentences, proper nouns, and I |
|----------|--|

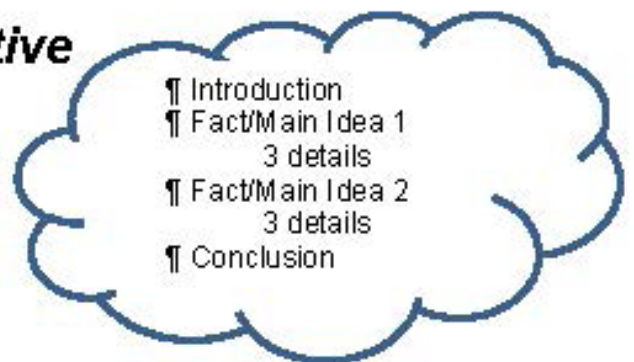
Writing Performance Level Descriptor for Grade 5

Assessing Writing Skills for Advanced Literacy: CHARACTERISTICS OF SUCCESSFUL Writing in GRADE 5 Text Types and Purposes: Standard 1 (Opinion)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Introduce the topic or text, state an opinion, create an organizational structure that lists reasons logically. (1a)	<ul style="list-style-type: none"> Title provides more than the topic I wrote a clear topic sentence I clearly stated my opinion as it relates to the topic AND Related ideas are logically grouped 	4	<ul style="list-style-type: none"> Title names the topic only Topic sentence is given before the opinion, <u>but</u> it is not clear I have more than one paragraph, but my opinion(s) is (are) not in a separate paragraph(s) 	2	<ul style="list-style-type: none"> No title is given I stated my opinion without giving a topic sentence I only wrote one paragraph
Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Provide logically ordered reasons that are supported by opinion, fact, and details. (1b)	<ul style="list-style-type: none"> I clearly stated at least three reasons to support my opinion. AND Each opinion is backed up by facts and details Each opinion has at least <u>three sentences</u> in its own paragraph AND The reasons are logically ordered 	4	<ul style="list-style-type: none"> I clearly stated at least three reasons to support my opinion. BUT <u>Each opinion</u> is NOT backed up by <u>accurate facts</u> and details Each opinion has more than one sentence to support my opinion, <u>but</u> is not in its own paragraph. 	2	<ul style="list-style-type: none"> I did not give at least three reasons to support my opinion. OR I gave at least three reasons, <u>but each reason</u> is <u>not backed up</u> by fact or details I only have <u>one sentence</u> to support my opinion
Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Use linking words and phrases to connect opinion and reasons (1c)	<ul style="list-style-type: none"> <u>Almost always</u> (5 or more) uses linking words and phrases, including clauses (e.g., <u>consequently</u>, <u>specifically</u>) to connect opinion and reasons 	4	<ul style="list-style-type: none"> <u>Most of the time</u> (at least 3) uses linking words and phrases such as: <u>for instance</u>, <u>in order to</u>, <u>in addition</u> to connect opinion and reasons 	2	<ul style="list-style-type: none"> <u>Rarely</u> uses linking words and phrases to connect opinion and reasons OR Only uses <u>basic</u> linking words: <u>because</u>, <u>therefore</u>, <u>since</u>, <u>for example</u>
Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Provide a concluding statement or section (1d)	<ul style="list-style-type: none"> My concluding statement or section <u>is</u> related to the opinion presented AND is stated <u>using words or phrases that were not previously used</u> Suggested an action or response 	4	<ul style="list-style-type: none"> I have a concluding statement or section, but it is <u>not necessarily related</u> to the opinion presented I may have <u>repeated or restated</u> language already used in the piece 	2	<ul style="list-style-type: none"> I did not have an conclusion

WRITING: *Explanatory/Informative*



- ¶ Introduction
- ¶ Fact/Main Idea 1
3 details
- ¶ Fact/Main Idea 2
3 details
- ¶ Conclusion

WRITING Goals: *State your opinion and back it up by real facts that make sense*

Introduction

- | | |
|----------|---|
| 1 | <ul style="list-style-type: none"> ○ Title provides topic and more ○ Clear topic sentence ○ Clearly stated facts ○ Introduction is in its own paragraph that has a general observation and focus ○ Section headings are used ○ Illustrations used |
|----------|---|

Facts

- | | |
|----------|---|
| 2 | <ul style="list-style-type: none"> ○ Main idea of each paragraph support by at least 3 facts (NO OPINIONS) ○ Definitions for special (academic) words related to topic ○ Each Fact has its own paragraph ○ Paragraphs are grouped logically ○ Used quotes (" ") OR other information/examples related to topic |
|----------|---|

Transition/Linking words

- | | |
|----------|--|
| 3 | <ul style="list-style-type: none"> ○ 5 or more linking words AND ○ Included at least two advanced linking words (also, another, and, more, but) within each Fact paragraph ○ Included linking words between each type of paragraph (another, for example, also, because) ○ Included clauses (in contrast, specifically) |
|----------|--|

Conclusion

- | | |
|----------|---|
| 4 | <ul style="list-style-type: none"> ○ Conclusion is related to information presented ○ Did not re-use words/phrases from introduction ○ Conclusion in its own paragraph |
|----------|---|

Conventions

- | | |
|----------|---|
| 5 | <ul style="list-style-type: none"> ○ Used appropriate punctuation (.), (?), (!), (,), (.), (,) ○ 98% of words are spelled correctly ○ Capitals used for first word of sentences, proper nouns, and I |
|----------|---|

Writing Performance Level Descriptor for Grade 5

Assessing Writing Skills for Advanced Literacy: CHARACTERISTICS OF SUCCESSFUL Writing in GRADE 5
Text Types and Purposes: *Standard 2 (Informative/Explanatory)*

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Learning Expectations	4	3—Moderate Needs moderate support	2	1—Limited Needs extensive support
Introduces a topic and includes illustrations when useful to aid comprehension. (2a)	<p>5—Mastery Self-reliant</p> <ul style="list-style-type: none"> Title provides more than the topic Clearly introduces the topic with a general observation and focus paragraph Uses both paragraphs and sections and includes headings. Illustrations are appropriately used to aid comprehension and may use multimedia. Groups related information together logically 	<p>3—Moderate Needs moderate support</p> <ul style="list-style-type: none"> Title names the topic only Uses a clear topic sentence Uses either paragraphs or sections Illustrations are used, but are not necessary to aid comprehension 	<p>2</p> <ul style="list-style-type: none"> No title is given Introduces a topic but it is not clear Uses neither paragraphs nor sections Illustrations are not used to aid comprehension 	<p>1—Limited Needs extensive support</p>

Learning Expectations	4	3—Moderate Needs moderate support	2	1—Limited Needs extensive support
Develops the topic with facts, definitions, and details. (2b)	<p>5—Mastery Self-reliant</p> <ul style="list-style-type: none"> The main idea of each paragraph is always supported by facts and does not include the author's opinion Definitions are provided for almost all academic vocabulary terms Uses at least 3 concrete details to support the topic sentence for each paragraph Uses quotations or other information and examples related to the topic 	<p>3—Moderate Needs moderate support</p> <ul style="list-style-type: none"> Most of the time, the main idea of each paragraph is supported by facts Only occasionally includes the author's opinion Definitions are provided for some (at least half) academic vocabulary terms Uses at least 2 concrete details to support the topic sentence for each paragraph 	<p>2</p> <ul style="list-style-type: none"> The main idea of each paragraph is not supported by or rarely supported by facts and/or includes the author's opinion Definitions are not provided for any academic vocabulary terms Does not use concrete details to support the topic sentence for each paragraph 	<p>1—Limited Needs extensive support</p>

Learning Expectations	4	3—Moderate Needs moderate support	2	1—Limited Needs extensive support
Uses linking words and phrases to connect ideas within and across categories of information (2c)	<p>5—Mastery Self-reliant</p> <ul style="list-style-type: none"> Almost always: uses linking words and phrases such as: also, another, and, more, but to connect ideas within categories of information (within one paragraph) AND across categories of information: another, for example, also, because (between paragraphs) Uses clauses (in contrast, especially) 	<p>3—Moderate Needs moderate support</p> <ul style="list-style-type: none"> Most of the time uses linking words and phrases such as: also, another, and, more, but to connect ideas within categories of information (within one paragraph) 	<p>2</p> <ul style="list-style-type: none"> Rarely uses linking words, link ideas, and phrases to connect ideas within or across categories of information OR Uses basic linking verbs such as: first, second, third, last 	<p>1—Limited Needs extensive support</p>

Learning Expectations	4	3—Moderate Needs moderate support	2	1—Limited Needs extensive support
Provide a concluding statement or section related to the information or explanation presented (2d)	<p>5—Mastery Self-reliant</p> <ul style="list-style-type: none"> Provides a concluding statement or section that is related to the information or explanation presented and is stated using words or phrases that were not previously used in the piece. Has at least 3 paragraphs 	<p>3—Moderate Needs moderate support</p> <ul style="list-style-type: none"> Provides a concluding statement or section that is related to the information or explanation presented, but may be restated/repeated language. Has at least 2 paragraphs 	<p>2</p> <ul style="list-style-type: none"> Provides a concluding statement or section, but it is not necessarily related to the information or explanation presented No organizational structure (only one paragraph) 	<p>1—Limited Needs extensive support</p>



WRITING: *Narrative*



WRITING Goals: *Write about real or imagined events using details and sequencing*

Introduction

- | | |
|----------|---|
| 1 | <ul style="list-style-type: none"> ○ Title provides topic and more ○ Clear topic sentence ○ Clear narration ○ Introduction is in its own paragraph ○ Clear character development |
|----------|---|

Events

- | | |
|----------|---|
| 2 | <ul style="list-style-type: none"> ○ Main idea of each paragraph support by at least 3 sentences ○ Clear introduction of problem ○ Each Event has its own paragraph; used pacing ○ Used quotes ("_____") OR other narrative techniques ○ Used multisyllabic adjectives ○ Used simile and/or metaphor ○ Clear and logical solution ○ Described how things looked ○ Described how characters felt ○ Used at least 3 senses to describe how things looked/felt (hear, smell, touch, taste, feel) |
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Transition/Linking words

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|----------|---|
| 3 | <ul style="list-style-type: none"> ○ Included at least two advanced linking words (also, another, and, more, but) <u>within each Event paragraph</u> ○ Included linking words <u>between each type of paragraph</u> (another, for example, also, because) |
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Conclusion

- | | |
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| 4 | <ul style="list-style-type: none"> ○ Conclusion is logical and unfolds naturally ○ Conclusion in its own paragraph |
|----------|--|

Conventions

- | | |
|----------|---|
| 5 | <ul style="list-style-type: none"> ○ Used appropriate punctuation (.), (?), (!), (.), (:), (,) ○ 98% of words are spelled correctly ○ Capitals used for first word of sentences, proper nouns, and I |
|----------|---|

Writing Performance Level Descriptor for Grade 5

Assessing Writing Skills for Advanced Literacy: CHARACTERISTICS OF SUCCESSFUL Writing in GRADE 5 Text Types and Purposes: Standard 3 (Narrative)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Establish a situation and introduced a narrator and/or characters via a natural event sequence (3a)	<ul style="list-style-type: none"> Clear beginning, middle, and end and event order makes sense, there is a clear problem/climax AND There is a solution to the problem that makes sense 	4	<ul style="list-style-type: none"> Clear beginning, middle, and end and event order makes sense AND there is a clear problem/climax Consistent/clear narration Character development is clear 	2	<ul style="list-style-type: none"> Clear beginning, middle, and end, but the order of events do not make sense Narration is inconstant or unclear Character development is not clear

Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
I used dialogue and description to develop experiences and events or show the responses of characters to situations (3b)	<ul style="list-style-type: none"> I used dialogue (and/or other narrative techniques) with appropriate punctuation to develop experience and events or show the responses of characters to situations To describe experiences and events or show the responses of characters to situations, I used metaphor (is a) and/or simile (like a) I used adjectives in twin sentences to describe how characters feel AND I used pacing to develop events 	4	<ul style="list-style-type: none"> I used dialogue to develop experience and events or show the responses of characters to situations, BUT did not use appropriate punctuation To describe experience and events or show the responses of characters to situations, I used adjectives in twin sentences to describe how things look I used multisyllabic adjectives 	2	<ul style="list-style-type: none"> I rarely use dialogue to develop experience and events or show the responses of characters to situations Basic use of adjectives (single syllabic) to describe experiences and events or show the responses of characters to situations Some adjectives may be overused, misused, and/or events may not be described in enough detail.

Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
I can use a variety of transitional words and phrases and concrete words and phrases (3 c&d)	<ul style="list-style-type: none"> Almost always used transitional words , phrases, or clauses (at least 4) between paragraphs I used at least 3 senses (hear, see, touch, taste, smell) to describe experiences and events or show the responses of characters to situations 	4	<ul style="list-style-type: none"> Most of the time used transitional words, phrases, or clauses (at least 3) between paragraphs I used at least 2 senses (hear, see, touch, taste, smell) to describe experiences and events or show the responses of characters to situations 	2	<ul style="list-style-type: none"> Rarely used transitional words or phrases (OR basic use of) between paragraphs I used 1 or less senses (hear, see, touch, taste, smell) to describe experiences and events or show the responses of characters to situations

Learning Expectations	5–Mastery Self-reliant	4	3–Moderate Needs moderate support	2	1–Limited Needs extensive support
Provide a conclusion that follows from the narrated experiences or events (3e)	<ul style="list-style-type: none"> Provides a concluding statement or section that follows from the narrated experiences or events, and it unfolds and <u>develops</u> clearly. 	4	<ul style="list-style-type: none"> Provides a concluding statement or section that follows from the narrated experiences or events, <u>but is abrupt</u>. 	2	<ul style="list-style-type: none"> Provides a concluding statement or section, but it <u>does not make sense relative to the rest of the story</u>.