

Fifth Grade Six Traits Charts

Idea

- **One clear topic**

Strategies: Narrow and focused topic, question, opinion, claim, or thesis statement; Author's position; Theme; Central idea; Point of view

- **Meaningful details that support the idea**

Strategies: Paraphrase; Summarize; Main ideas; Narrator; Characters' physical description; Dialogue; Plot: rising action, climax, falling action, resolution; Character reflection; Reasons; Facts; Evidence; Similarities/Differences; Claims; Counterclaims; Definitions; Quotes; Problems/Solutions; Text analysis; Graph; Illustration; Purpose

- **Details that show not tell**

Strategies: Description; Action

Organization

- **Structure**

Strategies: Chronological order; Logical sequence; Question/Answer; Compare/Contrast; Classification; Problem/Solution; Analysis

- **Plan**

Strategies: Take notes; Outline; Research

- **Introduction: Engages the reader**

Strategies: Action; Onomatopoeia; Fact; Question; Riddle; Repeating line; List; Dialogue; Shocking statement; Quote

- **Paragraphs**

Strategies: Topic sentence; Details; End or Transition; Headings

- **Conclusion: Ties it all together**

Strategies: Reflection; Recommendation; Question; Restate topic; Answers question; Call to action; Strong statement; Summarize

- **Credible sources**

Strategies: Print; Digital; Bibliography; Works cited

Voice

- **Audience awareness**

Strategies: Academic vocabulary; Formal/Informal

- **Tone and mood**

Strategies: Joyful; Angry; Sad; Playful; Serious; Persuasive; Objective

Word Choice

- **Vivid verbs**

Strategies: Replace overused verbs

- **Naming nouns**

Strategies: Nouns are specific

- **Adjectives and adverbs**

Strategies: Use descriptive words with nouns and verbs

- **Figurative language**

Strategies: Sensory details; Simile; Metaphor; Onomatopoeia; Personification

- **Academic language**

Strategies: Discipline-specific; Domain-specific

Sentence Fluency

- **Complete sentences**

Strategies: Fix run-on sentences; Fix inappropriate fragments

- **Sentence beginnings**

Strategies: Prepositional phrase; Adverb; Adjective

- **Transitions**

Strategies: Sequence; Location; Time; Compare/Contrast; Cause/Effect; Emphasis; Summarize

- **Sentence structure**

Strategies: Compound and Complex sentences

- **Rhythm**

Strategies: Read aloud to ensure it flows

Conventions

- **Grammar**

- **Punctuation**

Strategies: Commas separate introductory element of a sentence;
Commas indicate direct address; Commas offset question and “yes”/“no”

- **Capitalization**

Strategies: Proper noun; First word in quotations

- **Spelling**

No Excuse words; Use reference materials

- **Format**

Strategies: Neat handwriting for print or cursive; Indentation; MLA format;
Italics/Underline to indicate title of works

Fifth Grade Genre Charts

Summary: Narrative

Students will write a summary that:

- Includes a topic sentence that captures the theme
- States the title and author
- Includes only the main ideas from the narrative's plot (story elements)
- Paraphrases information
- Word choice reflects the author's tone and mood
- Uses transition words
- Includes a concluding sentence

Summary: Informational

Students will write a summary that:

- Includes a topic sentence that captures the central idea
 - States the title and author
 - Includes only the main ideas
 - Paraphrases information using academic language
 - Follows same organizational structure as author
 - Uses transition words
 - Includes a concluding sentence
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Narrative: Personal

Students will write a narrative essay that:

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Narrative: Fictional

Students will write a narrative essay that:

- Engages the reader by introducing the narrator and situation
 - Organizes events to unfold naturally; manipulates time and pacing
 - Develops a plot with conflict, rising action, climax, falling action, and resolution
 - Develops characters with physical description and dialogue
 - Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
 - Uses transitions and varies sentence beginnings
 - Concludes with a resolution
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Opinion: Text

Students will write an opinion essay that:

- Engages the reader and provides title and author of the text
- States an opinion about the text
- Provides reasons and facts from text to support your opinion
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Opinion: Topic

Students will write an opinion essay that:

- Engages the reader and establishes a clear claim
 - Organizes information to support claim
 - Supports claim with reasons and evidence using multiple sources
 - Uses academic language
 - Shows an awareness of audience by anticipating and addressing counterclaims
 - Uses transitions and varies sentence beginnings
 - Concludes with a strong statement
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Information: Question

Students will write an expository essay that:

- Asks a thoughtful question
- Compares and discusses information using multiple sources
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Concludes with an answer to question based on research

Information: Classification

Students will write an expository essay that:

- Engages the reader and establishes a clear thesis
- Categorizes information with headings
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a summary of the main points

Information: Compare/Contrast

Students will write an expository essay that:

- Engages the reader and establishes a clear thesis
- Organizes information with compare/contrast structure
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a summary of the main points

Information: Problem/Solution

Students will write an expository essay that:

- Engages the reader and establishes a clear thesis that states the problem
- Organizes information with problem/solution structure
- Develops the problem and solution with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counters to solution
- Uses transitions and varies sentence beginnings
- Concludes with a call to action

Literary Analysis

Students will write an analysis of literature that:

- Engages the reader and establishes a clear thesis about the characters
- Compares and contrasts two characters from the same text
- Uses evidence from the text to support thesis
- Uses a simile or a metaphor
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement about the characters

Literary Analysis Non-Fiction:

Students will write an analysis of non-fiction literature that:

- Engages the reader and states the author's position
- Explains how the author uses reasons and evidence to support their position
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Concludes with a summary of the main points