

Text-Based Writing Component of the FSA: Assessed Standards

LAFS Cluster	Fourth Grade	Fifth Grade
Writing Standards Cluster 1: Text Types and Purposes	<p><u>LAFS.4.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p><u>LAFS.5.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
	<p><u>LAFS.4.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p><u>LAFS.5.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>

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Writing Standards Cluster 2: Production and Distribution of Writing	<p>LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
	<p>LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3.)</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>

LAFS Cluster	Fourth Grade	Fifth Grade
Language Standards Cluster 1: Conventions of Standard English	<p>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible cursive writing skills. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Order adjective within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>	<p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., either/or, neither/nor). <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>

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<p>Language Standards Cluster 1: Conventions of Standard English</p>	<p>LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotations marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. <p>Cognitive Complexity: Level 1: Recall</p>	<p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. <p>Cognitive Complexity: Level 1: Recall</p>
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LAFS Cluster	Fourth Grade	Fifth Grade
<p>Writing Standards Cluster 2: Production and Distribution of Writing</p>	<p>LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>	<p>LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>

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Writing Standards Cluster 3: Research to Build and Present Knowledge	<p>LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>
	<p>LAFS.4.W.3.9 Draw evidence form literary or informational text to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.W.3.9 Draw evidence form literary or informational text to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>

LAFS Cluster	Fourth Grade	Fifth Grade
Language Standards Cluster 2: Knowledge of Language	<p>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>

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LAFS Cluster	Fourth Grade	Fifth Grade
Language Standards Cluster 3: Vocabulary Acquisition and Use	<p>LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>	<p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</p>
	<p>LAFS.4.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
	<p>LAFS.4.L.3.6 Acquire and use accurately general academic, and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>Cognitive Complexity: Level 1: Recall</p>	<p>LAFS.5.L.3.6 Acquire and use accurately general academic, and domain-specific words and phrases as found in grade appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Cognitive Complexity: Level 1: Recall</p>

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