

Writing Curriculum

| Marking Period | Timeline | Topics | Learning Objectives | PA Core Standards | Eligible Content | Assessment Anchor | Suggested Activities |
|---------------------|----------|-----------------|---|--|------------------------------------|--------------------------------|---|
| Quarters 1, 2, 3, 4 | 36 weeks | Writing Process | <p>The student will be able to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning:</p> <ul style="list-style-type: none">• using brainstorming techniques effectively• using appropriate graphic organizers• using strategies to comprehend prompts such as RAFTS and FAT P | CC.1.4.5.T CC.1.4.5.J CC.1.4.5.D | E05.C.1.2.1 E05.C.1.1.2 | E05.C.1.2 E05.C.1.1 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts |
| Quarters 1, 2, 3, 4 | 36 weeks | Writing Process | <p>The student will be able to, with guidance and support from peers and adults, develop and strengthen writing as needed by editing:</p> <ul style="list-style-type: none">• Capitalization• Usage <i>(We suggest specific lessons on consistency of Point of View and Verb Tense since this is a troublesome area for 5th graders.)</i>• Punctuation• Spelling | CC.1.4.5.T CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R | E05.D.1.1.1 thru E05.D.1.2.5 | E05.D.1.1 thru E05.D.1.2 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts |

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| Quarters 1, 2, 3, 4 | 36 weeks | Writing Process | <p>The student will be able to, with guidance and support from peers and adults, develop and strengthen writing as needed by revising:</p> <ul style="list-style-type: none">• adding more precise or vivid words and phrases• moving words, phrases, or sentences to more appropriate locations in a document• removing words or phrases that are unnecessary or repetitive• substituting "stronger" words for "weaker" words | CC.1.4.5.E CC.1.4.5.K CC.1.4.5.Q | E05.D.2.1.1 thru E05.D.2.1.4 | E05.D.2.1 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts |
| Quarters 1, 2, 3, 4 | 36 weeks | Technology and Publication | <p>The student will be able to, with some guidance and support, 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 setting.</p> | CC.1.4.5.U | Not assessed | Not assessed | |

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| Quarter 1 | About 8 Weeks | Informative / Explanatory text | <p>1. The student will write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2. The student will identify and introduce the topic clearly.</p> <p>3. The student will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>4. The student will group related information, logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>5. The student will be able to use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>6.The student will be able to use sentences of varying length.</p> <p>7. The student will be able to demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | CC.1.4.5.A CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.F | E05.C.1.2.1 thru E05.C.1.2.6 | E05.C.1.2 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts |

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| Quarter 2 | About 8 Weeks | Opinion Pieces | <p>1. The student will be able to write opinion pieces on topics or texts.</p> <p>2. The student will be able to introduce the topic and state an opinion on the topic.</p> <p>3. The student will be to provide reasons that are supported by facts and details; draw from credible sources.</p> <p>4. The student will be able to create an organizational structure that includes related ideas grouped to support the writer's purpose; linking opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>5. The student will be able to use sentences of varying length.</p> <p>6. The student will be able to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>7. The student will be able to demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | CC.1.4.5.G CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.K CC.1.4.5.L | E05.C.1.1.1 thru E05.C.1.1.5 | E05.C.1.1 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts•PSSA Item Sampler prompts•prompts based on student interest |

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| Quarter 3 | About 8 Weeks | Narrative | <p>1. The student will be able to write narratives to develop real or imagined experiences or events.</p> <p>2. The student will be able to orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>3. The student will be able to use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(We suggest that you spend time teaching narration/dialogue and assisting with revision for an effective balance of narration and dialogue, as this tends to be a trouble spot for 5th graders.)</i></p> <p>4. The student will be able to organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>5. The student will be able to use sentences of varying length.</p> <p>6. The student will be able to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>7. The student will be able to demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | CC.1.4.5.M CC.1.4.5.N CC.1.4.5.O CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.R | E05.C.1.3.1 thru E05.C.1.3.5 | E05.C.1.3 | <ul style="list-style-type: none">•Pearson's Reading Street•Writing to Sources Prompts |

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