CONTENT AREA: *Writing*   *5th Grade*   *Aug.03*

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4

STANDARDS/BENCHMARKS
 	
(*What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?*)
 	
Reading and Writing 2-4-5
Criteria for Assessment-6 traits
1.Content (st2)
2. Organization (st4)
3. Conventions (st5)
4. Word Choice (st2)
5. Sentence Fluency (st2)
6. Voice (st2)
	GENRE FOCUS: **Descriptive/Narrative**
	The student produces descriptive/personal writing on a primary emphasis on:
	Ideas and content (with)
	Purpose
	Main idea matches audience and purpose
	Writing from experience
	Connecting personal experience to text
	Supporting details that express creativity
	Organization (with)
	Appropriate format
	Placement of details/text to support topic
	Clear sequencing
	Beginning, middle and end
	A variety of attention getting introductions
	Effective transitions
	Sentence fluency (with)
	A variety of sentence structures with varied length
	Word choice (with)
	Accurate and precise choice of words
	Vocabulary that reflects the topic
	Voice (with)
	Awareness of audience
	Voice matches purpose
	Effective language that engages the reader
	Conventions (with)
	Students selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:
	
	Grammar
	  1. Subject/predicate
	  2. linking verbs
	Paragraph structure
	  1. Use of 4 sentences
	Punctuation
	  1. capitalization, punctuation beginning and ending
	  2. commas in a series
	  3. comas in a letter
	  4. commas with transitions
	Sentence construction
	  1. noun, verb review
	  2. pronouns
	  3. linking verbs
	Usage
	Spelling
	  1. homonyms
	  2. contrations
		GENRE FOCUS:
		Persuasion/Expository
		The student produces persuasive/opinion writing with a primary emphasis on:
		
		Word Choice (with)
		Accurate and precise choice of words
		Vocabulary that reflects the topic
		Strong imagery and figurative language where appropriate
		Voice (with)
		Awareness of audience
		Voice matches purpose
		Effective language that engages the reader
		Appropriate and consistent point of view
		Organization (with)
		Paragraphing (beginning, middle and end)
		Multi-paragraphing essay (introduction, body of support, conclusion)
		A controlling idea or position that makes a clear and reasonable judgment
		Supporting arguments, reasons, details or rationale
		Arranges arguments, reasons, details or rationale in an effective and logical way
		Effective transitions
		Conclusion that gives resolution or restatement of main idea and supports
		Ideas and Contents (with)
		Controlled focused topic
		Details supporting main idea
		Integrates information from a variety of sources
		Includes appropriate information
		Logical connections drawn between generalizations, insights and specific examples
		Uses evidence as support
		Conventions-student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:
		  Grammar
		  Paragraph structure
		  Punctuation
		  Sentence construction
		1. Sentence starters (modifiers, clauses, phrases, subjects)
		  ▪ usage
		1. irregular verbs
		  Spelling
			GENRE FOCUS: **Literature forms**
			The student produces literature forms (poetry, free, drama etc.)/ literature responses with a primary emphasis on:
			Word choice (with)
			Words that evoke clear images
			Enriched vocabulary that is rich powerful, varied and detailed
			Figuative language
			Sensory details
			Voice (with)
			Awareness of audience
			Self-reflection
			Effective and rich vocabulary
			Engages reader
			Point of view
			Sentence Fluency (with)
			A variety of sentence structures with varied lengths and purposes
			Sentence structures to fit purpose
			Organization (with)
			Support (lit. response) from text, other works, authors
			Establishes plot, point of view, setting, conflict etc. for narratives
			Develops character for narratives
			Uses devices such as figurative language, dialogue, concrete or sensory images, poetic forms, etc.
			Conventions- student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:
			  Grammar
			  Paragraph structure
			  Punctuation
			  Sentence construction
			  Usage
			  Spelling
				GENRE FOCUS: **Expository/ Functional/ Informational**
				The student produces expository/functional writing wit a primary emphasis on:
				Ideas and Content (with)
				Expository
				  Controlled focused topic
				  Details supporting main idea
				  Integrates information
				  Balanced, thorough exploration of topic
				  Logical connections drawn between generalizations, insights and specific examples
				Functional (letter writing)
				  Controlled and concise content
				  Carefully selected details
				  Resources provide support
				  Graphics that support text
				Organization (with)
				Expository
				Paragraphing (beginning, middle and end)
				Multi-paragraphing essay (introduction, body, conclusion)
				Organization or structure that fits topic (providing facts, analyzing, comparing and contrasting, naming, reports)
				Effective transitions
				Clear and logical sequencing
				Topic sentence(s)
				Thesis statement
				A variety of attention getting statements
				Conclusion that gives resolution or restatement of main idea and supports
				Word Choice (with)
				Accurate and precise choice of words
				Vocabulary that reflects the topic
				Strong imagery and figurative language where appropriate
				Sentence fluency (with)
				A variety of sentence structures/lengths
				Voice (with)
				Expository
				  Awareness of audience voice matches purpose powerful language that engages the reader
				  Appropriate and consistent point of view
				Functional
				  Informative
				  Controlled language
				  Awareness of audience

				Conventions- student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of: Grammar *Paragraph structure* Punctuation Sentence construction Usage Spelling
	Ideas and Content Description Oral Presentation	Speech Word Choice Voice Expository Word Choice Sentence Fluency	Literature Response All six traits Creative Writing Poetry Organization/ Word Choice	Research Report Oral- All six traits Business Letter Brochure or Ad
	District	District	District State CSAP	District
TOPICAL or CURRICULUM ALIGNMENT Ex: Genres and materials *(What learning experiences will help students master the benchmarks in this time period?)*	Topics: How To? Reports Letters	To back to finished pieces cold and rework one trait at a time. Position statement Multi- paragraph writing Grammar hand books Advertisements Editorials, letters Comparison/ contrast Speeches Internet usage Note card usage	Awareness of types of poetry style Sequence of events 6 traits Inference Familiarity Thesaurus Genres 'nyms" phases	Ads Brochures Letters Debates Real world simulations (Ameritown, Burger King, etc)
COMPETENCIES *(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)*	Write or word processing a legible product	Creation of a legible product	Desk top publishing	Research with available materials
INSTRUCTIONAL STRATEGIES	1.7 1.2 In addition to what is advanced on the 4th grade item map. Alternate weeks of skill lessons, writing,	To back to finished pieces cold and rework one trait at a time Position Statement Multi-paragraph writing	Awareness of types of poetry style Sequence of events 6 traits Inference	Ads Brochures Letters Debates Real World simulations

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	punctuation, Paragraphs-identify nouns, verbs off of their own papers.	Grammar hand books Advertisement Editorials, letters Comparison/contrast Speeches	Familiarity Thesaurus Genres 'nyms" phases	(Ameritowne, Burger King, etc.)
	Handwriting, Public speaking Oral presentation	Internet usage Note card usage		
PERFORMANCE ASSESSMENT Criteria for assessment Criteria: -Impact of performance -Work quality and craftsmanship -Adequeacy of methods and behaviors -Valitdiy of content -Degree of expertise	Oral presentation	Speech	Literature response Creative writing Poetry	Research report
VALIDATION Isolated skill performances, tests,quizzes, etc.	District	District	CSAP District	District