CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM
Revision Date: 6/25/2013
Submitted by: Sarah K. Damiani and Jeannine McGarvey
5th Grade English Language Arts

Writing

Common Core Standards:

W.5.1-10

Text Types and Purposes

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - CCSS.ELA-Literacy.W.5.1a 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.
  - CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
  - CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.

- CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - CCSS.ELA-Literacy.W.5.2a 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.
  - CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

  o CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  o CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  o CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  o CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
  o CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- CCSS.ELA-Literacy.W.5.4 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 above.)
- CCSS.ELA-Literacy.W.5.5 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 up to and including grade 5 here.)
  o CCSS.ELA-Literacy.W.5.6 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.

Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.5.8 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.
- CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  o CCSS.ELA-Literacy.W.5.9a 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]").
  o CCSS.ELA-Literacy.W.5.9b 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]?").

Range of Writing

- CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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COURSE OVERVIEW

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The Wilbur Watts Intermediate School English Language Arts department has adopted and implemented the Common Core State Standards as the cornerstone of the curriculum. Areas of study within the English department are designed to be rigorous, college-preparatory courses in which students will be exposed to a variety of writing techniques, presentation styles, and communication skills.

The curriculum guide has been generated to not only help students achieve the Common Core State Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

Primary Resource(s)

Textbook
Title: Strategies for Writers: Common Core States Standards
Publisher: Zaner-Bloser
Copyright: 2013

Supplemental/Other
Title: Harcourt School Publishers, Storytown, Ride the Edge
Publisher: Harcourt, Inc.
Copyright: 2008
Writing Standards Overview

College and Career Readiness Anchor Standards for Writing
The grade 5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing
For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
## Benchmark 1
**Students will be assessed informally and formally, based on the Common Core standards.** Benchmarking work will be used in student portfolios as timed writing samples.

### Narrative Writing
- Students will learn to write narratives which develop real and imagined experiences using effective technique, descriptive details, and clear event sequences.
- Suggested writing genres include: Personal Narrative, Fable, Mystery, Play, Narrative Test Writing.

### Informative / Explanatory Writing
- Students will learn to write informative texts to examine a topic and convey ideas, and information clearly.

### Opinion Writing
- Students will learn to write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Suggested genres include: Response to Literature, Letter to the Editor, Opinion Essay, Opinion Speech, and Opinion Test Writing.

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<th>Unit Description</th>
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<td>Benchmarking 1&lt;br&gt;Day 1: Narrative and/or Informative/&lt;br&gt;Explanatory and/or Opinion Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
<td>Career Education&lt;br&gt;- After Career Day, write a summary about the most interesting career from the day. -Research different career choices and write about the qualifications for the career.</td>
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<td><strong>Narrative Writing</strong></td>
<td>W.5.1-10</td>
<td>1st Marking Period</td>
<td>40 days</td>
<td>Benchmarking 2&lt;br&gt;Day 1: Narrative and/or Informative/&lt;br&gt;Explanatory and/or Opinion Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
<td>Math&lt;br&gt;- Write a How-To to summarize the steps in a mathematical procedure (long division, multiplying fractions, etc.) -Write a descriptive piece on classifying geometric shapes.</td>
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<td><strong>Informative / Explanatory Writing</strong></td>
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<td>1 day</td>
<td>Benchmarking 1&lt;br&gt;Day 1: Narrative and/or Informative/&lt;br&gt;Explanatory and/or Opinion Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
<td>Science&lt;br&gt;- Summarize a Science article or a current event. -Write an informative/explanatory piece about a lab. -Write a descriptive piece for a scientific observation.</td>
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<td><strong>Opinion Writing</strong></td>
<td>W.5.1-10</td>
<td>End of Marking Period 2</td>
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<td>1 day</td>
<td>Benchmarking 2&lt;br&gt;Day 1: Narrative and/or Informative/&lt;br&gt;Explanatory and/or Opinion Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
<td>History/Social Studies&lt;br&gt;- Write a biography about a person from history. -Write an opinion piece about a...</td>
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### Interdisciplinary Activities
- Career Education<br>- After Career Day, write a summary about the most interesting career from the day.
- Research different career choices and write about the qualifications for the career.
- Math<br>- Write a How-To to summarize the steps in a mathematical procedure (long division, multiplying fractions, etc.)
- Write a descriptive piece on classifying geometric shapes.
- Science<br>- Summarize a Science article or a current event.
- Write an informative/explanatory piece about a lab.
- Write a descriptive piece for a scientific observation.
Benchmark 3 - Students will be assessed informally and formally, based on the Common Core standards. Benchmarking work will be used in student portfolios as timed writing samples.

Descriptive Writing - Students will learn to write descriptive writing which provides specific details and engages the reader in an interesting way. Suggested writing genres include: Descriptive Essay, Observation Report, Biographic Sketch, Poem, and Descriptive Test Writing.

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Benchmarking 3 Day 1: Narrative and/or Informative/Explanatory and/or Opinion Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.

Technical Subjects
- Use online resources to enhance learning such as:
  - Interactive Writing Rubrics [www.sfw.z-b.com](http://www.sfw.z-b.com)
  - Revise using an online dictionary and thesaurus [www.dictionary.com](http://www.dictionary.com)
  - Use word processing skills to publish finished writing
  - Conduct online research to support an opinion essay and a researched based report.

World Languages
- Use vocabulary words in writing with roots, prefixes, and suffixes from other languages and cultures (All year)
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| **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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., consequently, specifically). Provide a concluding statement or section related to the opinion presented. | - Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
www.my-zaner-bloser.com  
www.sfw.z-b.com  
-Harcourt School Publishers, Storytown, Ride the Edge | - Examine and analyze an exemplary opinion piece, to discover the author’s point of view, supporting details, and text structure.  
- Use graphic organizers to go through the writing process (prewrite, draft, revise, edit, publish)  
- Write opinion pieces that support a point of view  
- Provide logically ordered reasons supported by facts  
- Model and assist students on proper MLA format for formal essays | - Completed opinion essay following all objectives | - Completed writing assignments  
- Student binder/interactive notebook  
- Homework  
- Timed writing  
- Quizzes and tests  
- Holistic scoring rubrics  
- Portfolio work  
- Class participation  
- Teacher observation  
- Projects | - Strategies for Writers Online  
- Storytown Online resources  
- Media center  
- Technology class  
- Smart technology  
- Blogs  
- Email  
- RFB players  
- Publishing software  
- Brain Pop Activities  
- Odyssey Activities  
- Utilize film  
- Audio  
- You Tube  
- Various websites | Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to:  
- Extended time  
- Enrichment activities  
- Preferential seating  
- Additional graphic organizers and outlines for crafting writing assignments  
- Explicit instruction of skills and modeling  
- Small group and individual instruction |
| **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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, examples, reasons, and multimedia. | - Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
www.my-zaner-bloser.com  
www.sfw.z-b.com  
-Harcourt School Publishers, Storytown, | - Research using reputable sources  
- Write an informative/explanatory/compare and contrast/how-to essay following all objectives | - Completed informative/expository/compare and contrast/how-to essay following all objectives | - Completed writing assignments  
- Student binder/interactive notebook  
- Homework  
- Timed writing  
- Quizzes and tests  
- Holistic scoring rubrics  
- Portfolio work  
- Class participation  
- Teacher observation  
- Projects | - Strategies for Writers Online  
- Storytown Online resources  
- Media center  
- Technology class  
- Smart technology  
- Blogs  
- Email  
- RFB players  
- Publishing software  
- Brain Pop Activities  
- Odyssey Activities  
- Utilize film | Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to:  
- Extended time  
- Enrichment activities  
- Preferential seating  
- Additional graphic organizers and outlines for crafting writing assignments  
- Explicit instruction of skills and modeling  
- Small group and individual instruction |
### Writing Standards for Grade 5

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<td><strong>W.5.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will be able to write a variety of narratives (personal, fable, myth, mystery, tall tale, play, fairy tales, and fractured fairy tales) to develop real or imagined experiences/events using effective technique, descriptive.</td>
<td>-Write narratives using effective technique such as: descriptive details, clear event sequences, and character development&lt;br&gt;-Use transitional words, phrases, and clauses&lt;br&gt;-Use concrete words, phrases, and sensory details</td>
<td>-Completed narrative essays following all objectives</td>
<td>-Completed writing assignments&lt;br&gt;-Student binder/interactive notebook&lt;br&gt;-Homework&lt;br&gt;-Timed writing&lt;br&gt;-Quizzes and tests&lt;br&gt;-Holistic scoring rubrics&lt;br&gt;-Portfolio work</td>
<td>-Strategies for Writers Online&lt;br&gt;-Storytown Online resources&lt;br&gt;-Media center&lt;br&gt;-Technology class&lt;br&gt;-Smart technology&lt;br&gt;-Blogs&lt;br&gt;-Email&lt;br&gt;-RFB players&lt;br&gt;-Publishing software</td>
<td>Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to: &lt;br&gt;- Extended time&lt;br&gt;- Enrichment activities</td>
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<tr>
<td>Domain &amp; Standard</td>
<td>Grade 5</td>
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<td>Assessments: Portfolios, Evaluations, &amp; Rubrics</td>
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<td>W.5.4</td>
<td></td>
<td>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 above.)</td>
<td>Students will be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for</td>
<td>-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013</td>
<td>-Use mentor texts/exemplar pieces to discern the author's purpose and audience</td>
<td>-Produce writing that is clear, coherent, appropriate to task, purpose, and audience</td>
<td>-Completed writing assignments</td>
<td>-Preferential seating</td>
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|                   |         |                                   | Online components of Strategies for Writers www.my-zaner-bloser.com | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Completed writing assignments | -Student binder/interactive notebook | -Additional graphic organizers and outlines for crafting writing assignments 
|                   |         | such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | -Harcourt School Publishers, Storytown, Ride the Edge | -Write a narrative essay that includes an introduction, conflict, plot events, and resolution | -Model and assist students on proper MLA format for formal essays | -Brain Pop Activities | -You Tube | -Explicit instruction of skills and modeling |
|                   |         | c.) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | -Model and assist students on proper MLA format for formal essays | -Class participation | -Teacher observation | -观音 Activities | -Small group and individual instruction |
|                   |         | d.) Use concrete words and phrases and sensory details to convey experiences and events precisely. | | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Teacher observation | -Projects | -Utilize film | -Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to: |
|                   |         | e.) Provide a conclusion that follows from the narrated experiences or events. | | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Holistic scoring | -Quizzes and tests | -Blog technology | |
|                   |         | details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. | | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Holistic scoring | -Quizzes and tests | -Email | |
|                   |         | -Provide a conclusion that follows from the narrated experiences or events. | | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Holistic scoring | -Quizzes and tests | -Email | |
|                   |         | -Harcourt School Publishers, Storytown, Ride the Edge | | -Produce writing that is clear, coherent, appropriate to task, purpose, and audience | -Holistic scoring | -Quizzes and tests | -Email | |
## Writing Standards for Grade 5

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<tr>
<td>W.5.5</td>
<td>W.5.5</td>
<td>Writing types are defined in standards 1–3 above.)</td>
<td><a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> - Harcourt School Publishers, Storytown, Ride the Edge</td>
<td>Students will be able to write with guidance from peers and adults, to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>- Strengthen writing through planning, revising, editing, and rewriting. - Revising and editing with peers and adults. - Being able to determine if a piece meets all expectations and should continue through the writing process. - Model and assist students on proper MLA format for formal essays.</td>
<td>- Completed essay that successfully went through the writing process of planning, revising (with peers and adults), editing (with peers and adults), rewriting, or trying a new piece to make a final product.</td>
<td>- Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013 - Online components of Strategies for Writers <a href="http://www.my-zaner-bloser.com">www.my-zaner-bloser.com</a> - <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> - Harcourt School Publishers, Storytown, Ride the Edge</td>
<td>Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to: - Extended time - Enrichment activities - Preferential seating - Additional graphic organizers and outlines for crafting writing assignments - Explicit instruction of skills and modeling - Small group and individual instruction</td>
</tr>
</tbody>
</table>

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Students will be able to write with guidance from peers and adults, to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<tr>
<th>Domain &amp; Standard</th>
<th>Grade 5</th>
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<td><strong>W.5.6</strong></td>
<td><strong>W.5.6</strong></td>
<td>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.</td>
<td>-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013 -Online components of Strategies for Writers <a href="http://www.my-zaner-bloser.com">www.my-zaner-bloser.com</a> <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> -Harcourt School Publishers, Storytown, Ride the Edge</td>
<td>-Model appropriate use of technology -Model how to use the technology -Use technology to produce and publish writing -Use technology to interact and collaborate with others (e-mail, blogging, Skype, PowerPoint, Google docs, etc.) -Use keyboarding websites to practice efficient keyboarding skills</td>
<td>-Produce writing that utilizes technology</td>
<td>-Completed writing assignments -Student binder/interactive notebook -Homework -Timed writing -Quizzes and tests -Holistic scoring rubrics -Portfolio work -Class participation -Teacher observation -Projects</td>
<td>-Strategies for Writers Online -Storytown Online resources -Media center -Technology class -Smart technology -Blogs -Email -RFB players -Publishing software -Brain Pop Activities -Odyssey Activities -Utilize film -Audio -You Tube -Various websites</td>
<td>Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to: - Extended time - Enrichment activities - Preferential seating - Additional graphic organizers and outlines for crafting writing assignments -Explicit instruction of skills and modeling -Small group and individual instruction</td>
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<td><strong>W.5.7</strong></td>
<td><strong>W.5.7</strong></td>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
<td>-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013 -Online components of Strategies for Writers <a href="http://www.my-zaner-bloser.com">www.my-zaner-bloser.com</a> <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> -Harcourt School Publishers, Storytown, Ride the Edge</td>
<td>-Create research projects using several sources that are accurately cited -Create a product that contains a topic, introduction, body, and conclusion -Model and assist students on proper MLA format for citation</td>
<td>-Completed research project</td>
<td>-Completed writing assignments -Student binder/interactive notebook -Homework -Timed writing -Quizzes and tests -Holistic scoring rubrics -Portfolio work -Class participation -Teacher observation -Projects</td>
<td>-Strategies for Writers Online -Storytown Online resources -Media center -Technology class -Smart technology -Blogs -Email -RFB players -Publishing software -Brain Pop Activities -Odyssey Activities -Utilize film -Audio -You Tube -Various websites</td>
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<td>Domain &amp; Standard</td>
<td>Grade 5</td>
<td>Student Learning Objectives (SLO)</td>
<td>References/ Resources</td>
<td>Suggested Instructional Activities</td>
<td>Suggested Student Output</td>
<td>Assessments: Portfolios, Evaluations, &amp; Rubrics</td>
<td>Multimedia Integration</td>
<td>Accommodation of Special Needs Students (SE, ELL, 504, G&amp;T)</td>
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| **W.5.8** | 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. | Students will be able to 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. | -Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers www.my-zaner-bloser.com  
-www.sfw.z-b.com  
-Harcourt School Publishers, Storytown, Ride the Edge | -Recall relevant information that is linked to personal experiences  
-Gather/recall information from print sources, digital sources, and other subject areas  
-Summarize and paraphrase information for notes and finished work  
-Provide a list of properly cited resources following MLA format | -Writing that has information which is linked to personal experiences  
-Writing that uses digital sources, print sources, and knowledge of other subject areas  
-Information that is properly summarized and/or paraphrased | -Completed writing assignments  
-Student binder/interactive notebook  
-Homework  
-Timed writing  
-Quizzes and tests  
-Holistic scoring rubrics  
-Portfolio work  
-Class participation  
-Teacher observation  
-Projects | | -Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to:  
-Extended time  
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-Preferential seating  
-Additional graphic organizers and outlines for crafting writing assignments  
-Explicit instruction of skills and modeling  
-Small group and individual instruction |

| **W.5.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
1. 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 change”).  
2. 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”). | Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.  
-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers www.my-zaner-bloser.com  
-www.sfw.z-b.com  
-Harcourt School Publishers, Storytown, Ride the Edge | -Draw evidence from texts to support analysis, reflection, and research  
-Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text  
-Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s] | -Writing that uses evidence to support analysis and reflection | -Completed writing assignments  
-Student binder/interactive notebook  
-Homework  
-Timed writing  
-Quizzes and tests  
-Holistic scoring rubrics  
-Portfolio work  
-Class participation  
-Teacher observation  
-Projects | -Strategies for Writers Online  
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-Media center  
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-RFB players  
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-Brain Pop Activities  
-Odyssey Activities  
-Utilize film  
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-Various websites | | -Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including, but not limited to:  
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<td><strong>W.5.10</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013 -Online components of Strategies for Writers <a href="http://www.my-zaner-bloser.com">www.my-zaner-bloser.com</a> <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> -Harcourt School Publishers, Storytown, Ride the Edge</td>
<td>-Write routinely over an extended period of time for a range of discipline-specific tasks -Routinely practice timed writing</td>
<td>-Informative/explanatory writing pieces -Research pieces -Book reports -Timed writing -Journals -Open-ended responses -Prompt writing -Compare and contrast writing</td>
<td>-Completed writing assignments -Student binder/interactive notebook -Homework -Timed writing -Quizzes and tests -Holistic scoring rubrics -Portfolio work -Class participation -Teacher observation -Projects -Strategies for Writers Online -Storytown Online resources -Media center -Technology class -Smart technology -Blogs -Email -RFB players -Publishing software -Brain Pop Activities -Odyssey Activities -Utilize film -Audio -You Tube -Various websites</td>
<td>-Modify instructional approach and/or assignments as needed based on students' individual needs, ability level, disabilities or 504/IEPs including, but not limited to: -Extended time -Enrichment activities -Preferential seating -Additional graphic organizers and outlines for crafting writing assignments -Explicit instruction of skills and modeling -Small group and individual instruction</td>
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