

Grade level: 5

Course Title: Writing

Topic/Concept: Personal Narrative

Time Allotment: 4 weeks

Unit Sequence: 1

Major Concepts to be learned:

1. Follow the steps of the writing process
2. Write within the personal narrative mode
3. Write with focus, detail, organization, style, & voice

Expected Skills to be demonstrated:

1. Develop author's craft (i.e. word choice, figurative language, dialogue...)
2. Drafting , publishing, revising, & editing
3. Use a story mountain organizer to plan narrative writing.
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)
5. Use grade level appropriate mechanics & conventions

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• PSSA Domain Scoring Rubric• Personal Narrative Skills Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: Raising the Level of Narrative Writing

Time Allotment: 4 weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Follow the steps of the writing process
2. Raise the level of narrative writing
3. Write with focus, detail, organization, style, & voice

Expected Skills to be demonstrated:

1. Further develop author's craft (i.e. word choice, figurative language, dialogue...)
2. Drafting , publishing, revising, & editing
3. Use a story mountain organizer to plan narrative writing.
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)
5. Use grade level appropriate mechanics & conventions

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• PSSA Domain Scoring Rubric• Raising the Level of Personal Narrative Skills Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: Personal Essay/Informational Writing

Time Allotment: 5 weeks

Unit Sequence: 3

Major Concepts to be learned:

1. Follow the steps of writing a 5 paragraph informational essay
2. Write within the informational mode
3. Write with focus, detail, organization, style, & voice
4. Advance themes of personal significance

Expected Skills to be demonstrated:

1. Develop author's craft (i.e. word choice, figurative language, dialogue...)
2. Drafting , publishing, revising, & editing
3. Use a 5 paragraph essay organizer to plan informational writing. (Boxes and Bullets)
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)
5. Use grade level appropriate mechanics & conventions
6. Develop and support thesis statements

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• PSSA Domain Scoring Rubric• Personal Essay Skills Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: Persuasive Essay

Time Allotment: 4 weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Follow the steps of writing a 5 paragraph persuasive essay
2. Write within the persuasive mode
3. Write with focus, detail, organization, style, & voice
4. Advance themes of persuasive significance

Expected Skills to be demonstrated:

1. Develop author's craft (i.e. word choice, figurative language, dialogue...)
2. Drafting , publishing, revising, & editing
3. Use a 5 paragraph essay organizer to plan persuasive writing. (Persuasion Tree)
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)
5. Use grade level appropriate mechanics & conventions
6. Develop and support thesis statements

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• PSSA Domain Scoring Rubric• Persuasive Essay Skills Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: PSSA Practice and Test Prep

Time Allotment: 8 weeks

Unit Sequence: 5

Major Concepts to be learned:

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| <ol style="list-style-type: none"> 1. Follow the steps of writing a 5 paragraph informational or persuasive essay 2. Follow the steps of writing a narrative story 3. Write within the informational, persuasive, & narrative modes 4. Advance themes of personal/persuasive significance 5. Write with focus, detail, organization, style, & voice |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none"> 1. Develop author’s craft (i.e. word choice, figurative language, dialogue...) 2. Drafting , publishing, revising, & editing 3. Use a 5 paragraph essay organizer to plan persuasive writing. (Persuasion Tree) 4. Use a 5 paragraph essay organizer to plan informational writing. (Boxes and Bullets) 5. Use a story mountain organizer to plan narrative writing. 6. Develop and support thesis statements 7. Write with focus and detail (i.e. focus on a topic & add sensory details...) 8. Use grade level appropriate mechanics & conventions |
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PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Use of PSSA released scoring items Anchor pieces/student samples Teacher created writing/writing notebook	Charts Authors as mentors Graphic organizers Building writing stamina	<ul style="list-style-type: none"> • Notebook check • Peer revising checklist • Peer editing checklist • Individual conferencing • PSSA Domain Scoring Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: Content Area Writing

Time Allotment: 4 weeks

Unit Sequence: 6

Major Concepts to be learned:

1. Nonfiction writing styles i.e. brochures
2. Nonfiction text feature use in writing
3. Write with focus, detail, organization, style, & voice
4. Use writing to learn strategies as a way to organize information while adding style/voice

Expected Skills to be demonstrated:

1. Students will teach others through their writing by creating informative brochures.
2. Students will structure their writing using nonfiction text features for example: labeled diagrams, captions, headings, etc.
3. Students will add their own thoughts, voice, and style to written text.
4. Students will apply writing strategies to the content area of science (ecosystems).

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts Writing to learn strategies: annotated sketch, t-chart weave, et cetera	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• Content Writing Brochure Rubric
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Grade level: 5

Course Title: Writing

Topic/Concept: Literary Essay/Student Reflection Piece

Time Allotment: 4 weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Literary criticism
2. Supporting personal thoughts with text-based details
3. Write with focus, detail, organization, style, & voice
4. Advance themes of literary significance

Expected Skills to be demonstrated:

1. Writing thoughtfully about reading selections.
2. Creating strong thesis statements.
3. Supporting a thesis with text based evidence.
4. Writing within the structure of a 5 paragraph essay.

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5.F
1.5.5	1.5.5.A	1.5.5.D	
	1.5.5.B	1.5.5.E	

Instructional Strategies:

Assessments:

Use of writing notebook/gathering seeds Building writing stamina Graphic organizers Authors as mentors Anchor pieces/student samples Teacher created writing/writing notebook Charts Short literary texts	<ul style="list-style-type: none">• Notebook check• Peer revising checklist• Peer editing checklist• Individual conferencing• PSSA Domain Scoring Rubric• Literary Essay Skills Rubric
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