



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 5

Content Area and/or Course Title: Writing

Unit Title	Time/Term	Focus Standards and Unit Outcomes
<p>Launching the Writing Workshop</p>	<p>3 weeks</p>	<p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.10. - Students 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.</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.4. - Students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; s</p> <p>SL.5.5. - Students include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. - Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.5.3a. - Students expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
<p>Essays Honing in on Thoughts</p>	<p>4 weeks</p>	<p>W.5.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

		<p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. - With some guidance and support from adults, students 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>W.5.7. - Students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. - Students 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>W.5.10. - Students 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.</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.4. - Students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; s</p> <p>SL.5.6. - Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.5.3a. - Students expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
Building on Narratives	6 weeks	<p>W.5.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. - With some guidance and support from adults, students 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>W.5.10. - Students 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</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.6. - Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.5.3a. - Students expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5a. - Students interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5c. - Students use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
Nonfiction Compare/Contrast	4 weeks	<p>W.5.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.6. - With some guidance and support from adults, students 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>W.5.7. - Students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. - Students 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>W.5.9. - Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.2d. - Students use underlining, quotation marks, or italics to indicate titles of works</p> <p>L.5.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
And Your Argument Is?	8 weeks	<p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.7. - Students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

		<p>W.5.8. - Students 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>W.5.9. - Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10. - Students 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</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
Blended Genres	8 weeks	<p>W.5.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. - With some guidance and support from adults, students 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>W.5.8. - Students 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>W.5.10. - Students 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</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
Wrap Up	2 weeks	<p>W.5.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>

		<p>W.5.10. - Students 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</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2. - Students summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4. - Students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; s</p>
--	--	--