

Curriculum Map

Course Title: English Language Arts

Grade: 5th

Unit (Name/Number): Writing	Pacing: One type of writing (Narrative, Opinion, Informational/Research) per trimester
Essential Question(s): How do I write for different purposes and audiences? How can you write clear and focused text to convey a well-defined perspective and appropriate content?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p style="text-align: center;"><u>Narrative Writing</u></p> <p>*CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <p><u>Text Types and Purposes (Narrative)</u></p> <p>E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.</p> <p>E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><u>Common Core</u> W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, L.5.3, L.5.2, W.5.9</p> <p><u>PA Standard</u> NCC.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 CC.1.4.5.S</p>	<ul style="list-style-type: none"> ● brainstorm ● prewrite ● edit ● revise ● drafting ● graphic organizer ● writing process 	<p><u>GENERAL RESOURCES:</u> Graphic organizers Mentor texts RCC extended responses Additional teacher-developed resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p>	<p><u>Assessment Options:</u> Teacher-provided writing prompts Framing Your Thoughts student practice sheets (teacher discretion) SAS Assessment Builder</p> <p><u>Required Assessments:</u> District writing prompts Independent Practice from RCC Language Handbook</p>

<p>E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</p> <p style="text-align: center;"><u>Informational Writing</u></p> <p>*CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="text-align: center;"><u>Text Types and Purposes (Informational)</u></p> <p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose.</p> <p>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5 Establish and maintain a formal style.</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p>	<p style="text-align: center;"><u>Common Core</u> W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2e, W.5.2d, L.5.2</p> <p style="text-align: center;"><u>PA Core Standards</u> C.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</p>		<p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p> <p style="text-align: center;">SAS Materials/Resources</p>	
--	---	--	---	--

<p><u>Evidence-Based Analysis of Text (Informational)</u></p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E05.E.1.1.5 Establish and maintain a formal style.</p> <p>E05.E.1.1.6 Provide a concluding section related to the analysis presented.</p> <p><u>Opinion Writing</u></p> <p>*CC.1.4.5.G Write opinion pieces on topics or texts.</p> <p><u>Text Types and Purposes (Opinion)</u></p> <p>E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically</p>	<p><u>Common Core</u> W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, L.5.3, L.5.2</p> <p><u>PA Core Standards</u> CC.1.4.5.G CC.1.4.5.H</p>		<p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p>	
---	--	--	---	--

<p>grouped to support the writer’s purpose.</p> <p>E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.</p> <p>E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>E05.C.1.1.4 Establish and maintain a formal style.</p> <p>E05.C.1.1.5 Provide a concluding section related to the opinion presented.</p> <p><u>Evidence-Based Analysis of Text (Opinion)</u></p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p>	<p>CC.1.4.5.I CC.1.4.5.J CC.1.4.5.K CC.1.4.5.L</p>		<p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p>	
--	---	--	---	--

<p>E05.E.1.1.5 Establish and maintain a formal style.</p> <p>E05.E.1.1.6 Provide a concluding section related to the analysis presented.</p> <p><u>Knowledge of Language (All Writing Types)</u></p> <p>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</p> <p>E05.D.2.1.3 Choose punctuation for effect.</p> <p>E05.D.2.1.4 Choose words and phrases for effect.</p> <p><u>Conventions of Standard English (All Writing Types)</u></p> <p>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.</p>	<p><u>Common Core</u> W.5.2d, L.5.3</p> <p><u>PA Core Standards</u> CC.1.4.5.E CC.1.4.5.K CC.1.4.5.Q</p> <p><u>Common Core</u> L.5.2</p> <p><u>PA Core Standards</u> CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R</p>		<p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>Framing Your Thoughts RCC Language Handbook Unit 1 RCC Language Handbook Unit 2 SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p>	
---	---	--	---	--

<p>E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.2.1 Use punctuation to separate items in a series.</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p> <p>*CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Common Core W.5.5, W.5.6, W.5.6, W.5.7, W.5.8, W.5.10</p>		<p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Materials/Resources</p> <p>SAS Materials/Resources</p>	
--	---	--	---	--

<p>editing, rewriting, or trying a new approach.</p> <p>*CC.1.4.5.U 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 two pages in a single sitting.</p> <p>*CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>*CC.1.4.5.W 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>*CC.1.4.5.X 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><u>PA Core Standards</u></p> <p>CC.1.4.5.T CC.1.4.5.U CC.1.4.5.V CC.1.4.5.W CC.1.4.5.X</p>		<p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Sample Assessment Questions SAS Materials/Resources</p> <p>SAS Materials/Resources</p>	
---	--	--	--	--

***No eligible content, but listed as a separate PA Core Standard.**