



# Mount Pleasant Central School District

## 5th Grade Writing, English Language Arts

*We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.*

How do writers follow a writing process across genres to communicate clearly and effectively? In this class each unit will follow the pattern of immersion, generating ideas, collecting information, drafting, revising, editing and publishing. Students will follow this process across genres. Our main goal is to develop a love of writing while giving students the tools to engage fully in the writing process, explore multiple genres and learn from mentor authors to notice techniques and apply them to their own writing. Assessments will primarily be through authentic writing tasks based on the genre being studied.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
How Writers Work	September	Students will: -Learn the rituals, routines, and resources of writing workshop -Establish a community of writers who collaborate through listening, sharing, and responding -Think about the writer and his or her process and craft when reading mentor texts -Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and -Write and publish a clear piece in which development and organization are appropriate to the purpose and audience.	<ul style="list-style-type: none"> <li>- Generate</li> <li>-Select</li> <li>-Draft</li> <li>-Revise</li> <li>-Edit</li> <li>- Audience</li> <li>- Mentor text</li> <li>- Brainstorm</li> </ul>	5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by	<ul style="list-style-type: none"> <li>- Incorporate crafting techniques learned through mentor texts into writing.</li> <li>-Revise writing</li> </ul>	Writing is a process that takes hard work and time to create pieces of writing that are meaningful.	-Sampling of a variety of writing types in notebook



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				applying the Grade 5 Reading Standards.			
<b>Essay</b>	October-December	Students will: -Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions -Write essays that express their opinion on a topic and supply reasons and information to support their point of view	<ul style="list-style-type: none"> <li>- Claim</li> <li>- Evidence</li> <li>- Introduction</li> <li>- Body</li> <li>- Conclusion</li> </ul>	5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.	<ul style="list-style-type: none"> <li>- Incorporate crafting techniques learned through mentor texts into their writing</li> <li>-Introduce a topic by creating an engaging thesis statement that states their opinion and purpose</li> <li>-Develop essay topics using facts, quotes, and concrete details</li> <li>-Create paragraphs to</li> </ul>	Essays can be written to explain, explore, or argue ideas on a specific topic. An essay genre study creates the opportunity to familiarize students with the features of essays and helps them build confidence with and knowledge about the genre. Some of these features include clear organizational form, including a thesis statement, details and facts to support the writer's point of view or claim and a concluding statement or section.	<ul style="list-style-type: none"> <li>-Published Essay</li> <li>-On Demand Benchmark Assessment</li> </ul>



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					logically group ideas and use words and phrases within each paragraph to link opinions and reasons -Provide a concluding statement or section related to the opinion and information presented.		
<b>Biography</b>	January-March	Students will -Understand the purpose and structure of biography -Conduct research to build knowledge on their subject and develop their biography with information from various sources	- Biography -Research -Facts -Obstacles -Role model	5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	- Incorporate crafting techniques learned through mentor texts into their writing. -Conduct research	- Biographers choose their subjects with a variety of purposes and intentions, often selecting people who interest and inspire them.  Biographers select the	-Published Biography  -On Demand Benchmark Assessment

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<ul style="list-style-type: none"><li>-Include facts and details to support their opinion and inform readers</li><li>-Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time</li><li>-Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing.</li></ul>		<p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources;</p>	<p>on their chosen subject.</p> <p>-Analyze different structures of biographies</p>	<p>structure, focus and crafting technique to convey their admiration for and opinions about their subjects.</p>	



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				summarize or paraphrase; avoid plagiarism and provide a list of sources.			
<b>Memoir</b>	April-June	Students will -Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing -Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences	-Reflect/ reflection -Voice -Audience -Revise -Personfication	5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to	- Use the writing process, mentor authors/texts -Understand and use different leads for their writing. -Use dialogue to enhance readers' understanding of the characters;	-A memoir can be told in retrospect but is typically told in the first person. -A Memoir is a story or stories from a person's life that are told to reveal or share something about the person. -A memoir typically shares a "so what" or "big idea" about the subject.	-Published Memoir  -On Demand Benchmark Assessment



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				situations. 5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.			