

Course Description: Macon Elementary utilizes a writing workshop model to address the writing and language standards for English Language Arts. The writing workshop model includes the following:

- Students will write daily during writing workshop
- Teachers will help students discover topics for their writing from their life, from reading, and from natural curiosity
- Teachers will teach a mini-lesson each day to show students how to be better writers
- Teachers will confer with students to help nurture their writing skills

The Language standards of the Missouri Learning Standards are addressed throughout the year during the mini-lessons within the writing workshop. The Writing standards of the Missouri Learning Standards are addressed within units that focus on the three genres of writing. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Fifth Grade Writing Scope and Sequence

	Unit	Timeframe
	Narrative Writing	4 weeks
	Informational Writing	4 weeks
	Opinion Writing	3 weeks

Unit 1 Narrative Writing
<p>Standards addressed:</p> <p>5.W.2.C.a Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>5.W.2.C.b Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue, motivation, and descriptions</p> <p>5.W.2.C.c Write fiction or non-fiction narratives and poems that: organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>5.W.2.C.d Write fiction or non-fiction narratives and poems that: use a variety of transitions to manage the sequence of events</p> <p>5.W.2.C.e Write fiction or non-fiction narratives and poems that: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>5.W.1.C.a Reread, revise, and edit drafts with assistance: to develop and strengthen writing by revising</p> <p>5.W.1.C.b Reread, revise, and edit drafts with assistance: to edit for language conventions</p> <p>5.L.1.A.a In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</p>

Supporting Standards:

5.W.1.A.c: Follow a writing process to plan a first draft by Accessing prior knowledge or building background knowledge related to the topic

5.W.1.A.d: Follow a writing process to plan a first draft by using a prewriting strategy

5.W.1.B.a: Appropriate to genre and type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre

5.W.1.B.b: Appropriate to genre and type, develop a draft from prewriting by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

5.W.1.B.c: Appropriate to genre and type, develop a draft from prewriting by categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

5.W.1.B.d: Appropriate to genre and type, develop a draft from prewriting by restating the overall main idea in the concluding statement

5.W.1.B.e: Appropriate to genre and type, develop a draft from prewriting by addressing an appropriate audience, organization, and purpose

5.W.1.D.a: With assistance from adults/peers, use technology, including the internet to produce and publish writing.

5.W.1.D.b: With assistance from adults/peers, demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting

Essential Questions:

1. How can I study the work of published authors to develop a story that has meaningful scenes, including dialogue, figurative language, thought, and action, as well as strong leads and endings?

2. How can I apply all that I have learned about narrative writing to write my own piece, independently, from start to finish?

Learning Targets:

Students will see small stories in everyday life and develop those into a text with complex characters and a focused setting.

Students will use familiar processes and try new techniques, like experimenting with theme to strengthen their writing.

Content vocabulary:

Narratives, technique, details, sequence, organization, purpose, audience, conventions

Standard(s)	Text	Number of Days
5.W.2.C.a 5.W.2.C.b 5.W.2.C.c 5.W.2.C.d 5.W.2.C.e 5.L.1.A.a	What makes a Narrative?	2 days
5.W.2.C.a 5.W.2.C.b	Character Development	2 days

5.W.2.C.a	Setting Development	2 days
5.W.2.C.c 5.W.2.C.d	Organizing a Narrative	2 days
5.W.2.C.b	Point of View	2 days
5.W.2.C.b 5.W.2.C.e	Word Choice and Sentence Rules	2 days
5.W.2.C.e	Hooks and Endings	2 days
5.W.2.C.a 5.W.2.C.b 5.W.2.C.c 5.W.2.C.d 5.W.2.C.e 5.L.1.A.a	Writing the Narrative	1 week
5.W.1.C.a 5.W.1.C.b	Revising/Editing and Publishing	1 week

<p>Unit 2 Informational Writing</p>
<p>Standards addressed: 5.W.2.B.a Write informative/explanatory texts that introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose 5.W.2.B.b: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations 5.W.2.B.c: use specific and accurate words that are related to the topic, audience, and purpose 5.W.2.B.d: contain information using student's original language except when using direct quotations from a source 5.W.2.B.e: reference the name of the author(s) or name of the source used for details or facts included in the text 5.W.2.B.f: use transition to connect opinion and reason 5.W.2.B.g: organize the supporting details/reasons into introductory, supporting and concluding paragraph 5.W.1.C.a. Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising 5.W.1.C.b. to edit for language conventions 5.L.1.A.b In speech and written form, apply standard English grammar to use relative pronouns and relative adverbs 5.L.1.B.b In a written text: use a comma before a coordinating conjunction when writing a compound sentence</p> <p>Supporting Standards:</p>

5.W.1.A.c: Follow a writing process to plan a first draft by Accessing prior knowledge or building background knowledge related to the topic

5.W.1.A.d: Follow a writing process to plan a first draft by using a prewriting strategy

5.W.1.B.a: Appropriate to genre and type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre

5.W.1.B.b: Appropriate to genre and type, develop a draft from prewriting by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

5.W.1.B.c: Appropriate to genre and type, develop a draft from prewriting by categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

5.W.1.B.d: Appropriate to genre and type, develop a draft from prewriting by restating the overall main idea in the concluding statement

5.W.1.B.e: Appropriate to genre and type, develop a draft from prewriting by addressing an appropriate audience, organization, and purpose

5.W.1.D.a: With assistance from adults/peers, use technology, including the internet to produce and publish writing.

5.W.1.D.b: With assistance from adults/peers, demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.

5.W.3.A.a: Apply research process to generate a list of subject-appropriate topics

5.W.3.A.b: Apply research process to formulate and refine an open-ended research question

5.W.3.A.c: Apply research process to follow guidelines for collecting and recording information

5.W.3.A.d: Apply research process to select relevant resources, literary and informational

5.W.3.A.e: Apply research process to assess relevance, accuracy, and reliability of information in print and digital sources

5.W.3.A.f: Apply research process to convert graphic/visual data into written notes

5.W.3.A.g: Apply research process to differentiate between paraphrasing and plagiarism when using ideas of others

5.W.3.A.h: Apply research process to present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria

5.W.3.A.i: Apply research process to record bibliographic information from sources according to a standard format

5.R.3.A.a: Read, infer, and draw conclusions to: identify devices used in biographies and autobiographies, including how an author presents major events in a person's life

Essential Questions:

How can I use all that I know to write drafts that are organized?
 How can I fill gaps in my knowledge with research in order to write focused, purposeful texts?

Learning Targets

Students will write to purposefully produce a text.
 Students will research efficiently to fill in gaps in their own knowledge in order to write.

Content Vocabulary

Informative/explanatory, topic, research, print sources, digital sources, task, purpose, audience

Standard(s)	Topic	Number of Days
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5.W.2.B.d 5.W.2.B.e	Researching with print and digital sources	4 days
5.W.2.B.d 5.W.2.B.e	Taking Notes from Sources - Paraphrase, Quote, Summarize	3 days
5.W.2.B.a 5.W.2.B.b 5.W.2.B.c 5.W.2.B.d 5.W.2.B.e 5.W.2.B.f 5.W.2.B.g	Organizing the Informational Piece	3 days
5.W.2.B.a 5.W.2.B.b 5.W.2.B.c 5.W.2.B.d 5.W.2.B.e 5.W.2.B.f 5.W.2.B.g	Writing the Informational Piece	1 week
5.W.1.C.a 5.W.1.C.b	Revising/Editing and Publishing	1 week

<p>Unit 3 Opinion Writing</p>
<p>Standards addressed: 5.W.2.A.a Write opinion texts that introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose 5.W.2.A.b: state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details 5.W.2.A.c: use specific and accurate words that are related to the topic, audience, and purpose 5.W.2.A.f: use transition to connect opinion and reason 5.W.2.A.g: organize the supporting details/reasons into introductory, supporting and concluding paragraph 5.W.1.C.a. Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising 5.W.1.C.b. to edit for language conventions 5.L.1.A.e in speech and written form, apply standard English grammar to produce a variety of complex sentences in writing</p> <p>Supporting Standards: 5.W.1.A.c: Follow a writing process to plan a first draft by Accessing prior knowledge or building background knowledge related to the topic 5.W.1.A.d: Follow a writing process to plan a first draft by using a prewriting strategy</p>

5.W.1.B.a: Appropriate to genre and type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre

5.W.1.B.b: Appropriate to genre and type, develop a draft from prewriting by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

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5.W.1.B.d: Appropriate to genre and type, develop a draft from prewriting by restating the overall main idea in the concluding statement

5.W.1.B.e: Appropriate to genre and type, develop a draft from prewriting by addressing an appropriate audience, organization, and purpose

5.W.1.D.a: With assistance from adults/peers, use technology, including the internet to produce and publish writing.

5.W.1.D.b: With assistance from adults/peers, demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.

Essential Questions:

1. How can I develop a solid argument grounded in solid evidence that supports my claim?
2. How can I use the writing process to revise, rethink and rebuild my argumentative writing?

Learning Targets

Students will justify beliefs by researching both sides of a debatable topic.
Students will support their opinion with reasons and evidence.

Content Vocabulary

Opinion, argument, evidence, topic

Standard(s)	Topic	Number of Days
5.W.2.A.a 5.W.2.A.b 5.W.2.A.c 5.W.2.A.f 5.W.2.A.g	What is Opinion Writing	1 day
5.W.2.A.g	Organizing the Opinion Piece	2 days
5.W.2.A.a 5.W.2.A.b	Introducing the Opinion	2 days
5.W.2.A.b 5.W.2.A.c 5.W.2.A.f	Supporting your Opinion & Word Choice	2 days
5.W.2.A.g	Writing a Conclusions	2 days
5.W.1.C:a 5.W.1.C:b	Revising/Editing and Publishing	1 week

