

Course/Grade Level: Fifth Grade Language Arts Curriculum

Focus: Students will write in the narrative mode, using at least three paragraphs within each paper. Students also will compose papers in the expository, technical, and persuasive modes, continuing previous practice.

Required support materials: "Units of Study for Teaching Writing" (Calkins); Books 1 & 3
Book 1: *Launching the Writing Workshop* and Book 3: *Breathing Life into Essays*

Writing State Assessment (Narrative piece) is given to all 5th graders.

LA.5.1 Students will write *narrative* text using the writing process.

Students will...

- LA.5.1.1 ▲ use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally write about a given prompt
 - write using (1) personal experience, (2) observations, and (3) **prior knowledge**
 - maintain focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text
 - identify what constitutes plagiarism
- LA.5.1.2 ▲ use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - write a piece with an inviting introduction, reasonable body, and satisfying conclusion
 - use transitions to allow ideas to flow smoothly within the piece
- LA.5.1.3 ▲ use authentic and appropriate *voice* (prewriting, drafting, and revising).
- write in an expressive, engaging, and individualized style with an **awareness of the reader**
- LA.5.1.4 ▲ use effective *word choice* (prewriting, drafting, and revising).
- use language that is vivid, powerful, and specific to create strong imagery
 - choose words and phrases for purpose and audience (e.g., family, peers, teachers, community)
- LA.5.1.5 ▲ use *sentence fluency* (drafting and revising).
- write grammatically correct sentences that vary in length and structure to make the reading pleasant and natural
 - write sentence beginnings that relate to and build upon previous sentences
 - recognize complete sentences and sentence fragments
 - **use dialogue so that it sounds conversational and natural**

*see appendix for writing process

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▲: state-tested indicator

- LA.5.1.6 ▲ use standard American English *conventions* (drafting and proofreading).
- use standard writing conventions with accuracy and style to enhance meaning (e.g., capitalization, punctuation)
 - use writing that includes grammar and usage that are correct and contribute to clarity (see appendix)
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check) (see appendix)
 - use paragraph divisions to reinforce the organizational structure

LA.5.2 Students will write *expository* text using the writing process.*

Students will...

- LA.5.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- write by using personal experience and observations
 - begin to incorporate researched information and formally recognize source
 - **express information in own words and use appropriate details in simple and compound sentences**
 - identify references for all information used or reproduced from
 - **construct a simple bibliography with author, title, publisher, year, website name and address, and copyright date**
- LA.5.2.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - write a piece with a clear introduction, a reasonable body, and conclusion
 - write paragraphs with a topic sentence including supporting details in a logical order (typically 1-5 sentences)
- LA.5.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- write with emotion and personality to inform the reader
- LA.5.2.4 use effective *word choice* (prewriting, drafting, and revising).
- use language that is vivid, powerful, and specific to create strong imagery
- LA.5.2.5 use *sentence fluency* (drafting and revising).
- write grammatically correct sentences that vary in length and structure and make the reading pleasant and natural
- LA.5.2.6 use standard American English *conventions* (drafting and proofreading).
- use standard writing conventions with accuracy and style to enhance meaning (e.g., capitalization, punctuation) (see appendix)
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check) (see appendix)

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LA.5.3 Students will write *persuasive* text using the writing process.*

Students will...

- LA.5.3.1 use ideas and content that are well developed, clear, and interesting (prewriting, drafting, and revising).
- **choose a position to write about on a selected topic**
 - write using personal experience and observations, and (3)
 - **begin to incorporate researched information (formally recognize source)**
 - **use details to support the author's position**
 - **begin to explore two sides of an issue**
 - **begin to build an argument**
- LA.5.3.2 use organization to enhance the reader's understanding (prewriting, drafting, and revising).
- write a piece with a clear introduction, a reasonable body, and conclusion
- LA.5.3.3 use authentic and appropriate voice (prewriting, drafting, and revising).
- **write to convey opinion and to convince the reader to agree with the author**
- LA.5.3.4 use effective word choice (prewriting, drafting, and revising).
- use words that are precise and create imagery (e.g., specific nouns, powerful verbs)
- LA.5.3.5 use sentence fluency (drafting, revising).
- write grammatically correct sentences that vary in length and structure to make reading pleasant and natural
 - recognize complete sentences and sentence fragments
- LA.5.3.6 use standard American English conventions (drafting, proofreading).
- use standard writing conventions with accuracy and style to enhance meaning (e.g., capitalization, punctuation) (see appendix)
 - use paragraph divisions to reinforce the organizational structure of the text
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check) (see appendix)

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LA.5.4 Students will write *technical* text using the writing process.*

Students will...

- LA.5.4.1 use ideas and content that are well developed, clear, and interesting (prewriting, drafting, and revising).
- use supporting details that are concise, accurate, and help to clarify the main idea
- LA.5.4.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- arrange information within each paragraph or list in logical order
 - **write a piece in logical and/or sequential order to create a beginning, middle, and end**
 - **use transitions to connect points within the piece (e.g., next, after, then)**
- LA.5.4.3 use authentic and appropriate voice (prewriting, drafting, and revising).
- **write with an awareness of purpose and audience (e.g., letters, simple reports, directions, brochures, graphics, electronic presentations)**
 - **write with authority so the voice is not distracting**
- LA.5.4.4 use effective word choice (prewriting, drafting, and revising)
- **select words that convey the writer's message clearly and precisely (e.g., technical terms)**
- LA.5.4.5 use sentence fluency (drafting and revising).
- **write compact sentences or phrases that make the point clear**
- LA.5.4.6 use standard American English conventions (drafting and proofreading).
- use correct standard writing conventions with accuracy and style to enhance meaning (e.g., capitalization, punctuation)
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check) (see appendix)
 - use graphic devices that are supportive of the text (e.g. charts, graphs, illustrations)

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LA.5.5 Students will use effective and ethical research practices.

Students will...

- LA.5.5.1 determine focus of research from information gathered from multiple sources.
- LA.5.5.2 formulate and revise questions at knowledge, comprehension, application, and analysis levels for investigation, including questions arising from personal interests and classroom topics.
- LA.5.5.3 use multiple sources to locate information relevant to research questions (e.g., electronic texts, experts, and print).
- LA.5.5.4 summarize and organize information from multiple sources.
- LA.5.5.5 organize and present information in both oral and written forms.
- LA.5.5.6 express information in your own words using appropriate details and in simple and compound sentences.
- LA.5.5.7 identify references for all information used or reproduced from sources

LA.5.6 Students will utilize legible cursive penmanship using correct letter formation and spacing to form words and sentences.

Students will...

- LA.5.6.1 practice cursive writing on a regular basis.
- LA.5.6.2 determine when to use cursive writing as opposed to print.
- LA.5.6.3 read cursive writing.

LA.5.7 Students will speak effectively for a variety of purposes, occasions, and contexts.

Students will...

- LA.5.7.1 participate in a variety of communication opportunities.
 - prepare and present individual oral reports, short narrative speeches, or short impromptu speeches based on classroom content
- LA.5.7.2 produce a coherent message.
 - use organizational devices as a basis for planning and developing an oral report
 - stay focused on the topic

***see appendix for writing process**

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5th Grade Language Arts Appendix

Grammar

Parts of speech

- pronouns
- nouns
 - including plural/singular possessive
- verbs
- adjectives
- run-ons/fragments/sentences
- adverbs

Punctuation

- quotation marks
- commas

Capitalization

- sentence beginnings

Word study

- synonyms/antonyms
- homophones
- compound words
- multiple meaning words/homonyms

Spelling

Students should participate in spelling word study activities that include appropriate spelling lists (high frequency words and words that follow phonetic rules) for each grade level. Both word types will be assessed. Example word study activities are found in the district spelling notebook. Assessment guidelines are found on the USD 417 website.

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5th Grade Language Arts Appendix - The Writing Process

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."

Print Sources

Book with one author:

1. Author. (last name, first name)
2. Title. (underlined or in italics)
3. City of publication:
4. Publisher, date of publication.

Example:

Freedman, Russell. Cowboys of the Wild West. New York: Clarion Books, 1985.

Encyclopedia:

1. Author of article. (if available)
2. "Title of article."
3. Title of book.
4. Date of edition.

Example:

Eiselen, Malcom R. "Franklin, Benjamin." The World Book Encyclopedia. 1994.

Article in a periodical:

1. Author. (if available)
2. "Title of article."
3. Title of periodical date: page.

Example:

Haverkamp, Beth. "Bad Women and Bandit Queens." Cobblestone May 1996: 20-22.

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Electronic Sources

World Wide Web:

1. Author. (if known)
2. "Title of article."
3. Title of complete work. (if relevant)
4. <full http address>
5. (Date of visit).

Example:

"The Campaign to Purchase Montalto." Monticello, The Home of Thomas Jefferson. <<http://www.monticello.org/about/montalto.html>> (4 May 2005).

Online Encyclopedia:

1. Author. (if shown)
2. "Title of article."
3. Name of encyclopedia.
4. Name of publisher, date of publication, if available.
5. (Date of your visit).

Example:

Cunningham, Noble E., Jr. "Jefferson, Thomas." World Book Online Reference Center. 2005. World Book, Inc. (4 May 2005).
<<http://www.worldbookonline.com/wb/Article?id=ar286800>>.

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