



Diocese of Greensburg Curriculum
Writing Grade 5

Unit	Standards	Content	Skills
<p>The Writing Process</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions among paragraphs • Audience that one is writing for • Organization of written material • Purpose for writing • Writing Process (Brainstorming/prewriting, Drafting, Editing, Revising, Publishing) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the steps of the writing process while working on a sample writing piece <ul style="list-style-type: none"> ○ brainstorm/prewrite(determine purpose and goals, organize thoughts and ideas) ○ draft (compose a composition) ○ edit for grammar and conventions ○ revise (correct errors or problems) ○ publish (share final copy) • Apply appropriate conventions of grammar in writing • Draw on personal experience/prior knowledge • Stay on topic when writing • Write for the audience • Write clear introductions • Write with interest to hold reader's attention • Use details in writing • Use transition words • Vary sentence format • Utilize paragraph structure correctly • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing • Publish a finished writing piece

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	<p>W.5.6. With some guidance and support from adults, 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>Range of Writing 10. 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 tasks, purposes, and audiences.</p> <p>W.5.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Responding to Text</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <hr/> <p>CCSS: Grade 5</p> <hr/> <p>Writing</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a response to a given text • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order

Unit	Standards	Content	Skills
	<p>Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> • Organization • Purpose 	<ul style="list-style-type: none"> • Write clear introduction and conclusion • Write to get the attention of the audience • Establish voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Begin to use consistent tense • Compare and contrast • explain the effects of a given cause • Write the cause of given effects • Use data to enhance their writing • Model precise vocabulary • Examine text reference

Unit	Standards	Content	Skills
	<p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific</p>		

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	<p>expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5.6. With some guidance and support from adults, 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>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		

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	<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.5.8. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>Range of Writing</p> <p>10. Write routinely over</p>		

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	<p>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 tasks, purposes, and audiences.</p> <p>W.5.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Narrative</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • Narrative writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a narrative piece using effective techniques • Keep information and ideas relevant to topic • Write at least five paragraphs correctly • Make logical transitions • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain point of view • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing

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	<p>W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> • Experiment with different forms of narrative • Incorporate figurative language • Draw on personal experience • Begin to use consistent tense
<p>Expository (Explanatory/Informational)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <hr/> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts,</p>	<ul style="list-style-type: none"> • Informational writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write an informational piece • Brainstorm ideas • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion

Unit	Standards	Content	Skills
	<p>using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> • Purpose 	<ul style="list-style-type: none"> • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent tense • Compare and contrast a topic • Explain the effects of a given cause • Write the cause of given effects • Use data to enhance their writing • Use precise vocabulary • Use text reference

Unit	Standards	Content	Skills
	<p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing</p>		

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	<p>as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5.6. With some guidance and support from adults, 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>Range of Writing</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>W.5.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

Unit	Standards	Content	Skills
<p>Persuasive</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <hr/> <p>CCSS: Grade 5</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>Writing Mechanics Conventions of standard English Grammar Word choice Voice Transitions Audience Organization Purpose Persuasive techniques</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write an opinion piece with supporting detail • Develop an argument in their writing • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain point of view • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Utilize persuasive techniques to reach the audience • Draw on personal experience • Begin to use consistent tense • Support opinion with text evidence

Unit	Standards	Content	Skills
	<p>organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

Unit	Standards	Content	Skills
<p>Research</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <hr/> <p>CCSS: Grade 5</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d. Use precise language and domain-specific vocabulary</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Sources for research 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a research report • Keep information and ideas relevant to topic • Gather important information on note cards • Use multiple paragraphs correctly • Make logical transitions • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain point of view • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Use consistent tense • Summarize information in chronological order • Cite sources (begin MLA instruction and usage)

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	<p>to inform about or explain the topic.</p> <p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and</p>		

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	<p>collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.5.8. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to</p>		

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	<p>support analysis, reflection, and research.</p> <p>W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>Range of Writing 10. 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 tasks, purposes, and audiences.</p> <p>W.5.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

