

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Fifth Grade Writing

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 1: Memoir <i>September/October</i>	<ul style="list-style-type: none"> I can familiarize my reader by creating a situation and introducing a narrator and/or character. I can organize the events in my story logically. I can use dialogue, description, and pacing to develop experiences and events or show my characters' response to what happened. I can use different transition words, phrases, and clauses to tell my story in a logical order. I can use descriptive words and phrases and my senses to add details to show experiences or events. I can write a conclusion that wraps up a story. 	5.W.3 a-e	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 2: The Interpretive Essay: Exploring and Defending Big Ideas about Life and Texts <i>October/November</i>	<ul style="list-style-type: none"> I can introduce a topic or text clearly. I can state an opinion about my topic. I can create an organizational structure in which my ideas clearly support the writer's purpose. I can provide logically ordered reasons that are supported by facts and details. I can link my opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). I can write a conclusion that is connected to my opinion. I can research using several sources to build knowledge through investigating different aspects of my topic. I can remember important information from experiences or find important information from a variety of sources. I can use my reading skills for literature to support my analysis, reflection, and research. 	5.W.1 a-d 5.W.7 5.W.8 5.W.9 a	Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 3: Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books</p> <p><i>November/December</i></p>	<ul style="list-style-type: none"> • I can introduce a topic clearly. • I can provide a general observation and focus. • I can organize information by grouping common ideas together. • I can include formatting, illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words, phrases, and clauses to connect my ideas within and across categories. • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can research using several sources to build knowledge through investigating different aspects of my topic. 	<p>5.W.2 a-e 5.W.7</p>	<p>Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 4: Research-Based Argument Essays</p> <p><i>January/February</i></p>	<ul style="list-style-type: none"> • I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can create an organizational structure in which my ideas clearly support the writer's purpose. • I can provide logically ordered reasons that are supported by facts and details. • I can link my opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • I can write a conclusion that is connected to my opinion. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can research using several sources to build knowledge through investigating different aspects of my topic. • I can summarize or paraphrases information in notes and finished work. • I can create list of my sources. • I can use my reading skills for informational texts to support my analysis, reflection, and research. 	<p>5.W.1 a-d 5.W.4 5.W.5 5.W.7 5.W.8 5.W.9 b</p>	<p>Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 5: Historical Fiction or Fantasy</p> <p><i>February/March</i></p>	<ul style="list-style-type: none"> • I can familiarize my reader by creating a situation and introducing a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue, description, and pacing to develop experiences and events or show my characters' response to what happened. • I can use different transition words, phrases, and clauses to tell my story in a logical order. • I can use descriptive words and phrases and my senses to add details to show experiences or events. • I can write a conclusion that wraps up a story. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can use my reading skills for literature to support my analysis, reflection, and research. 	<p>5.W.3 a-e 5.W.4 5.W.5 5.W.9 a</p>	<p>Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>Samples of assessment tasks from Teachers College of Reading and Writing Project and Smarter Balanced Assessment Consortium</p> <p>Test Preparation</p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> • I can write a narrative piece of writing. • I can write an opinion piece of writing. • I can write a informational piece of writing. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece in a short period of time. 	<p>5.W.1 a-d 5.W.2 a-e 5.W.3 a-e 5.W.5 5.W.9 5.W.10</p>	

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas</p> <p><i>April/May/June</i></p>	<ul style="list-style-type: none"> • I can introduce a topic clearly. • I can provide a general observation and focus. • I can organize information by grouping common ideas together. • I can include formatting, illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words, phrases, and clauses to connect my ideas within and across categories. • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can research using several sources to build knowledge through investigating different aspects of my topic. • I can summarize or paraphrases information in notes and finished work. • I can create list of my sources. • I can use my reading skills for informational texts to support my analysis, reflection, and research. 	<p>5.W.2 a-e 5.W.4 5.W.5 5.W.7 5.W.8 5.W.9 b</p>	<p>Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
---	---	--	--