A.5. Curriculum Sample for 5th Grade Writing

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Fifth	Writing	N/A	Writing a Research Report

Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**
7-9 Days	3rd Quarter	Students must understand concepts of the writing process and how to properly follow the writing steps. Students will be expected to utilize informational resources to obtain needed facts and or definitions. Students must have proficient knowledge in using a desktop writing program.

Unit Description Students will learn how to properly organize and write a research report.

Standards: W.5.2.	• W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o 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. o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. o Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). o Use precise language and domain-specific vocabulary to inform about or explain the topic. o Provide a concluding statement or section related to the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	As a direct result of instruction students will be expected to demonstrate understanding of how to write a research report. Students use the strategies learned in the unit to write a 5- paragraph research report. Students will choose a person in history and research him/her using classroom materials and technology. Students will clearly introduce a topic, provide general observations and focus and group related information. The final report may include illustrations and multimedia if useful in aiding comprehension. The report will include facts, definitions, details, quotations or other examples related to the topic. The student will include linking words, phrases and clauses (e.g. in, contrast, especially). The text will include precise language and domain-specific vocabulary and it will include a concluding statement related to the information presented.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The assessment correlate with Program of Instruction and assesses the independent student by requiring him to write an informative research essay that included all of the elements of the Core Curriculum Standard. The research paper will be scored using a 5th grade Rubric –Write informative/explanatory text to examine a topic and convey ideas and information clearly. Mastery level set at 80%, students need to score 22 out of 28 possible to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Workbook Pus Unit 11/Teachers Resource Book. Grammar and Writing Assessment Book

	Laptops Internet Access http://www.eduplace.com/kids/hme/ or http://www.eduplace.com/rdg/hme/ CD corresponding to Workbook Plus Paper, Pencils Dictionary, Thesaurus

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and demonstration teaching styles)	*Introducing the Unit "Scaredy Cats"* 1 day **Lesson Objectives** Students will read a published model of a research report, identify characteristics, subheadings, quotations, evaluate relationship between visual and text, and write a personal and critical response. **Focus on the Model** Discuss with students words that describe a lion. Tell students that they will read a research report by someone who explains why lions do certain things. **Responding** Using Workbook Plus Unit 11 p. 399 have students volunteer to read *"Scardey Cats"*. For students acquiring English or for differentiated learning styles allow students to listen to the selection on	*What Makes a Great Research report, working draft and final copy.* 2 days **Lesson Objectives** Students will discuss the characteristics of a well-written research report. Student will read a working draft and a final copy. **Focus on the Model** Using Workbook Plus Unit 11 p. 403 have students review and discuss the grammar check list. Explain that the grammar check will help remind them that great writing needs to be correct. Instruct students to turn to p. 404 volunteers are to read the Student Model Working Draft. Explain that the working draft was written by an actual student. Remind students that the working draft is the writers chance to record their ideas onto paper and allows them to	*Write a Research Report* 2-3 days **Lesson Objectives** Students will list their ideas, for audience, purpose, and publishing/sharing formats. **Focus on the Model** Explain to student that they will now begin organizing their information. Instruct students to turn to Workbook Plus Unit 11 p. 409 *Write a Research Report*, as a whole group read and discuss this page. Instruct students to turn to p. 410-419 as a whole group read and discuss these pages for understanding. **Responding** Explain to students that they needs to refer back to p. 409 and make a writing folder. Students will be expected to complete all questions. Explain to students that all work from	*Proofreading and Revising Strategies* 1-2 days **Lesson Objectives** Students will proofread their research paper and make revisions. **Focus on the Model** Using Workbook Plus Unit 11 p. 422 and p. 425 have volunteers read and discuss revising strategies, and proofreading your research paper.. Remind students to utilize the internet, dictionary, and thesaurus to obtain additional information. Refer students to the internet www.eduplace.com/kids/hme/ for online proofreading practice. **Responding** Instruct students to utilize all information acquired and resources available to know proofread and make any appropriate revisions. When done students are to proofread and revise a peer	*Publish Your Research Report* 1-2 days **Lesson Objectives** Students will make a neat and final copy of their research report, and chose a way to publish and share their research report. **Focus on Instruction** Before students make their final copy, have them decide how they will publish or share their research report. Using Workbook Plus Unit 11 p. 426 review how to publish your research report. Allow students time to make decisions on sharing and help students make any special plans, such as submitting to a local magazine or the school website. **Responding** Students will utilize a laptop to make a neat final draft of their research report and print. Students will then publish their final copy of their research report.

	CD. When strident are done have them turn to p. 402 Reading *as a Writer* discuss in detail this section with the class. Students must then refer to the bottom of the page titled *responding* and type on classroom laptop a personal and critical response.	make revisions later. For students acquiring English or for differentiated learning styles allow students to listen to the selection on CD. **Responding** Instruct students to answer the three bullet questions at the end of the working draft. Have students share their answers with the class. **Focus on the Model** Using Workbook Plus Unit 11 p. 406-408 have students volunteer to read the Student Model Final Draft. Explain that the final draft is the written revision of the working draft. For students acquiring English or for differentiated learning styles allow students to listen to the selection on CD. **Responding** Instruct students to answer the four bullet questions at the end of the working draft. Have students share their answers with the class.	p. 409-419 needs to be included in the writing folder and is to be done on the classroom laptops. Students may type and print selections that need hand written revisions.	paper for further revisions help. Allow this time to make observations and for students needing further assistance offer them one on one help.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Time line	*introducing the Unit "Scaredy Cats"* **Lesson Objectives** Students will read a published model of a research report, identify characteristics, subheadings, quotations, evaluate relationship between visual and text, and write a personal and critical response. **Focus on the Model** Students will volunteer words that describe a lion. **Responding** Students will use Workbook Plus Unit 11 p. 399 and volunteer to read *"Scardey Cats"*. Students acquiring English or for differentiated learning styles allow the selection to be heard on CD. When students are done have them turn to p. 402 Reading *as a Writer*, discuss in detail this section with the class. Students must then refer to the bottom of the	*What Makes a Great Research report, working draft and final copy.* 2 days **Lesson Objectives** Students will discuss the characteristics of a well-written research report. Student will read a working draft and a final copy. **Focus on the Model** Students will use Workbook Plus Unit 11 p. 403 to review and discuss the grammar check list.. Students turn to p. 404 and volunteer to read the Student Model Working Draft. For students acquiring English or for differentiated learning styles allow students to listen to the selection on CD. **Responding** Students are to answer the three bullet questions at the end of the working draft. Students share their	*Write a Research Report* **Lesson Objectives** Students will list their ideas, for audience, purpose, and publishing/sharing formats. **Focus on the Model** Student will now begin organizing their information. Instruct students to turn to Workbook Plus Unit 11 p. 409 *Write a Research Report*, as a whole group read and discuss this page. Student will turn to p. 410-419 as a whole group read and discuss these pages for understanding. **Responding** Students will refer back to p. 409 and make a writing folder. Students will be expected to complete all work from p. 409-419 and included it in the writing folder. All work is to be done on the classroom laptops. Students may type and print selections that need hand written	*Proofreading and Revising Strategies.* **Lesson Objectives** Students will proofread their research paper and make revisions. **Focus on the Model** Using Workbook Plus Unit 11 p. 422 and p. 425 students are to volunteer to read and discuss revising strategies, and proofreading your research paper.. Students are reminded to utilize the internet, dictionary, and thesaurus to obtain additional information. Students may use the internet www.eduplace.com/kids/hme/ for online proofreading practice. **Responding** Students need to utilize all information acquired and resources available to now proofread and make any appropriate revisions. When done students are to proofread and revise a peer paper	*Publish Your Research Report* **Lesson Objectives** Students will make a neat and final copy of their research report, and chose a way to publish and share their research report. **Focus on Instruction** Students need to decide how they will publish or share their research report. Using Workbook Plus Unit 11 p. 426 review how to publish your research report. Students will decide and make any special plans, such as submitting to a local magazine or the school website. **Responding** Students will utilize laptops to make a neat final draft and print. Students will then publish their final copy of their research report.

	page titled *responding* and type on classroom laptop a personal and critical response.	answers with the class. **<u>Focus on the Model</u>** Students will use Workbook Plus Unit 11 p. 406-408 and volunteer to read the Student Model Final Draft. For students acquiring English or for differentiated learning styles allow students to listen to the selection on CD. **<u>Responding</u>** Students are to answer the four bullet questions at the end of the working draft. Students will share their answers with the class.	revisions.	for further revisions help.	

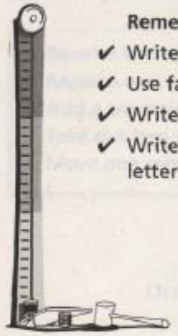
5th Grade Writing Summative Assessment Instructions

Directions:

Choose a person from history to write about. The paper should be 5 paragraphs. Include an introduction with general observation and group related information. Be sure to include facts, definitions, detail and/or quotations. Also include linking words, phrases and clauses (e.g. in, contrast, especially). Use precise language and vocabulary and include a concluding statement related your topic.

Writing a Research Report *(continued from page 46)*

Write a Paragraph for a Research Report 16–45. Write a paragraph for a research report about great American athletes, using the facts in the outline below. If you need more space, continue writing on another sheet of paper.



Remember to do these things to get a good score.

- ✔ Write a topic sentence that states the main idea.
- ✔ Use facts to support this main idea.
- ✔ Write using your own words. Use transitions to connect your ideas.
- ✔ Write complete sentences. Use what you have learned about capital letters, punctuation marks, and spelling. Use words correctly.

Great U.S. Athletes

I. Jesse Owens (1913–1980)
   A. Track and field champion
   B. Won national titles as a high school track athlete
   C. Set three world records as a student at Ohio State University
   D. Won four gold medals for the United States at Olympic Games in Germany—1936
   E. Later set up youth sports programs and wrote autobiography

Number correct	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Percent correct	51	53	56	58	60	62	64	67	69	71	73	76	78	80	82	84	87	89	91	93

Number correct	43	44	45
Percent correct	96	98	100

5th Grade Writing Scoring Rubric

Levels/Criteria	5	4	3	2	Score/Level
Mechanics	Report includes 5 paragraphs and each paragraph consists of 5-7 sentences.	Report includes 5 paragraphs and each paragraph consists of 3-5 sentences.	Report includes 3-4 paragraphs and each paragraph consists of 2-3 sentences.	Report includes 2-3 paragraphs and each paragraph consists of 2-3 sentences.	
Introduction	Text includes a clear introductory statement with general observations	Text includes an introductory statement with some general observations.	Text includes an introductory statement with few general observations.	Text includes a introductory statement wit no general observations	
Develop the topic with facts, details, definitions or quotes	Text includes many facts, details, definitions or quotes	Text includes some fact, details, definitions or quotes.	Text includes few facts, details, definitions or quotes.	Text includes few facts, details, definitions or quotes	
Linking	Text includes a variety of linking words, phrases and clauses (e.g. in, contrast, especially).	Text includes some linking words, phrases and clauses	Text includes few linking words, phrases, and clauses	Text includes little or no linking words, phrases and clauses	
Language and Vocabulary	Text includes precise language and vocabulary all of the time.	Text includes precise language and vocabulary most of the time.	Text includes precise language and vocabulary some of the time.	Text does not use precise language and vocabulary	
Provide a concluding statement or section.	Text includes a closing statement that closely relates to the topic.	Text includes a closing statement relates to the topic	Text includes a closing statement that vaguely relates to the topic.	Text includes a closing statement that does not relate to the topic.	
Conventions: Spelling, capitalization, grammar	Effective and creative use of wide range of conventions with few errors.	Uses of wide range of conventions with few errors.	Uses standard conventions with a few errors. Errors do not impede readability	Limited use of conventions with a lot errors, which impede readability	
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