Curriculum Sample for 5th Grade Writing

Grade Level	5th	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	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.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-based discussions and demonstrations, Students will develop their knowledge while practicing problem-based learning & inquiry activities		
Standard Number and Description *List the Number* and full description for the required Standard.*	5.W.2. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each Student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	As a direct result of instruction Students will be expected to demonstrate understanding of how to write an informative/expanatory text. Students use the strategies learned in the unit to write a 5-paragraph report. Students will brainstom how parents can help their children be successful in school. Students will research this topic 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 Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The assessment correlates 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 5th Grade Rubric has seven sections that will be scored: Mechanics; introduction; development of the topic; linking; language and vocabulary; concluding statement; and conventions. The paper will be scored based on if the Student writes informative/explanatory text to examine the topic (how to make your child successful at school) and convey ideas and information clearly. There are 28 points possible; 23 points or higher = mastery (80% or above).
Materials/Resources Needed	Workbook Pus Unit 11/Teacher s 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 (add as needed)	Instruction	Student Activities
1	*Introducing the Unit* *"Scaredy Cats"* **Lesson Objectives** Teacher will instruct Students to read a published model of a research report. Teacher will then explain how to write an informative/explanatory text in order to examine a topic and convey ideas and information clearly. **Focus on the Model** Teacher discusses with Students words that describe a lion. Teacher tells 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, Teacher has Students volunteer to read *"Scaredy Cats".* (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) Teacher instructs, when Students to turn to p. 402 Reading *as a Writer* and 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.	*introducing the Unit* *"Scaredy Cats"* **Lesson Objectives** Students will read a published model of a research report. Students will learn how to write an informative/explanatory text to examine a topic and convey ideas and information clearly. **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 *"Scaredy 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 page titled *responding* and type on classroom laptop a personal and critical response.
2	*What Makes a Great Research report, working draft and final copy?* **Lesson Objectives** Teacher will discuss the characteristics of a well-written research report. Teacher will read a working draft and a final copy. **Focus on the Model** Using Workbook Plus Unit 11 p. 403, Teacher has Students review and discuss the grammar check list. Teacher emphasizes that 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. Students 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

	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. Teacher explains that the working draft was written by an actual Student. Teacher reminds Students that the working draft is the writers chance to record their ideas onto paper and allows them to make revisions later. (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) **Responding** Teacher instructs Students to answer the three bullet questions at the end of the working draft. Teacher has 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. Teacher explains that the final draft is the written revision of the working draft. **Responding** Teacher instructs Students to answer the four bullet questions at the end of the working draft. Teacher has Students share their answers with the class.	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 answers with the class. **Focus on the Model** 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. **Responding** Students are to answer the four bullet questions at the end of the working draft. Students will share their answers with the class.
3	*Write a Research Report* 2-3 days **Lesson Objectives** Teacher will teach Students to 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. Teacher instructs Students to turn to p. 410-419 as a whole group read and discuss these pages for understanding. **Responding**	*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

	Teacher explains to Students that they need to refer back to p. 409 and make a writing folder. Students will be expected to complete all questions. Teacher explains to Students that all work from p. 409-419 needs to be included in the writing folder and is to be done on the classroom laptops.	the writing folder. All work is to be done on the classroom laptops. Students may type and print selections that need hand written revisions.
4	*Proofreading and Revising Strategies & Publish Your Research Report* **Lesson Objectives** Teacher will instruct Students to proofread their research paper and make revisions. Furthermore, Teacher will explain to Students that they will need to make a neat and final copy of their research report, and chose a way to publish and share their research report. **Focus on the Model** Using Workbook Plus Unit 11 p. 422 and p. 425 Teacher has volunteers read and discuss revising strategies, and proofreading your research paper. Teacher reminds 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. Before Students make their final copy, Teacher has them decide how they will publish or share their research report. Using Workbook Plus Unit 11 p. 426 review how to publish a research report. Teacher allows 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** 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 paper for further revisions help. Allow this time to make observations and for Students needing further assistance, offer them one-on-one help.	*Proofreading and Revising Strategies & Publish Your Research Report* **Lesson Objectives** Students will proofread their research paper and make revisions. Students will then make a neat and final copy of their research report, and chose a way to publish and share their research report. **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. 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 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 for further revisions help. Students will utilize laptops to make a neat final draft and print. Students will then publish their final copy of their research report.
5	Teacher states to Students, "Today you will be showing me everything you learned this week about writing informative/explanatory texts to examine a topic and convey ideas and information clearly." Here is your writing prompt: Many parents worry about helping their Students be successful in school. Create a piece of writing that could become a how-to brochure for parents: *How to Help Your Child Succeed in School.*	Students listen to Teacher's instructions. Students write an informative/explanatory text to examine a topic and convey ideas and information clearly. Students will turn in their papers.

Summative Assessment:

Directions: First read the prompt: Many parents worry about helping their Students be successful in school. Create a piece of writing that could become a how-to brochure for parents: *How to Help Your Child Succeed in School.* Write this informative/explanatory essay 3-5 paragraphs long with each paragraph consisting of 4-7 sentences. Include a clearly stated topic; include formatting (e.g., headings), facts, definitions, details and quotes. 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.

Title: _____

Author: _____

Answer Key/Scoring Rubric:

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	
					____28

Table 1: 5th Grade Writing Assessment Grading

Points	Percentage
21	75%
22	79%
23	82% *mastery
24	86% *mastery
25	89% *mastery
26	93% *mastery
27	96% *mastery
28	100% *mastery

Student's Score:_____

Comments: