

New Paltz Central School District
Writing
Fifth Grade

Time	Essential Questions/Content	Standards/Skills	Assessments
September - November	<p><u>Unit 1: Launching the Writers' Workshop: Informational Writing</u></p> <ul style="list-style-type: none"> • How can I share what I know through writing? • What does a good writers' workshop look like? <p>-----</p> <ul style="list-style-type: none"> • Routines and procedures • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> • Introduce and model routines, structures, and key elements of the writing process and writers' workshop. • 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Nonfiction picture book • Teacher observation/writing conferences

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<p>December - January</p>	<p><u>Unit 2: Interpretive Essay: Evidence and Argument About Texts</u></p> <ul style="list-style-type: none"> • How do I best defend my opinion about a text in writing? <p>-----</p> <ul style="list-style-type: none"> • Write opinion pieces on texts, supporting a point of view with reasons and information. • Demonstrate command of the conventions of standard English grammar and usage when writing. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Thesis statement • Topic sentence • Supporting evidence • Paragraphing 	<ul style="list-style-type: none"> • Introduce a text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). • Provide a concluding statement or section related to the opinion presented. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>) • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • Interpretive essays • Teacher observation/writing conferences

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February - March	<p><u>Unit 3: Research-Based Argument Essays</u></p> <ul style="list-style-type: none"> • How can I argue my point of view through writing? • How can I use research to make my argument stronger? <p>-----</p> <ul style="list-style-type: none"> • Write opinion pieces on topics, supporting a point of view with reasons and information. • Draw evidence from informational texts to support analysis, reflection, and research. • Claim/counterclaim • Taking notes • Paraphrasing • Organization • Revision 	<ul style="list-style-type: none"> • Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). • Provide a concluding statement or section related to the opinion presented. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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. • Apply <i>grade 5 Reading standards</i> 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 points”). 	<ul style="list-style-type: none"> • Research-based argument essay • Teacher observation/writing conferences

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April	<p><u>Unit 4: Poetry</u></p> <ul style="list-style-type: none"> • How does poetry communicate meaning? ----- • Poetic language • Poetic structures 	<ul style="list-style-type: none"> • Create and present an original poem in response to a particular author or theme studied in class. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach 	<ul style="list-style-type: none"> • Poetry anthology • Teacher observation/writing conferences
May - June	<p><u>Unit 5: Memoir</u></p> <ul style="list-style-type: none"> • How is a memoir different from a story? • What are the elements that make a strong memoir? ----- • Routines and procedures • Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> • Introduce and model routines, structures, and key elements of the writing process and writers' workshop. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> • Memoir • Teacher observation/writing conferences

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<p>Use within one Social Studies and one Science unit during the year</p>	<p><u>Unit 6: Informational Writing - Multimedia Research Project</u></p> <ul style="list-style-type: none"> • How do writers find reliable information? • How can I share my knowledge through writing and technology? • How do writers organize their writing? • Why is it important to cite sources? <li style="text-align: center;">----- • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Research • Note taking • Revision, editing, and publishing 	<ul style="list-style-type: none"> • 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. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 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. • Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 	<ul style="list-style-type: none"> • Multimedia Research Project • Teacher observation/ writing conferences

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		<ul style="list-style-type: none">• Spell grade-appropriate words correctly, consulting references as needed.• Report on a topic, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.• Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	