

# 5TH GRADE WRITING CURRICULUM MAP

Days	Standard	COMPONENTS	resources
1ST QTR 45 DAYS	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<a href="http://www.pegwriting.com">http://www.pegwriting.com</a>
2ND QTR 45 DAYS	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>a. 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>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<a href="http://www.pegwriting.com">http://www.pegwriting.com</a>

<p>3RD QTR 40 DAYS</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented. (</p>	<p><a href="http://www.pegwriting.com">http://www.pegwriting.com</a></p>
<p>4TH QTR 45 DAYS</p>	<p>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. (5.W.6)</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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>b. 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]"). (5.W.9)</p>	<p><a href="http://www.pegwriting.com">http://www.pegwriting.com</a></p>

<p>ALL YEAR</p>	<p>development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (5.W.4)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (5.W.5)</p> <p>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. (5.W.10)</p>	<p>Review the six traits in all forms of writing, dictionaries and other resources</p> <p>edit</p>	<p>utilize partner</p> <p><a href="http://www.pegwriting.com">http://www.pegwriting.com</a></p>
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