

# **Mead School District Curriculum Map**

## **Content Area: Language Arts/Writing**

### **Grade Level: 5<sup>th</sup>**

#### **Overarching Enduring Understandings:**

##### **COS (Content, Organization & Style)**

1. Effective writers use specific techniques (style, word choice, organization) to better inform, entertain and persuade.
2. Content/subject areas/genre influence organization, technique, and style.
3. Audience and purpose (i.e. inform, entertain, persuade) inform literary technique.
4. Effective writers use the writing process: pre-write, draft, revise, edit, and publish.
5. Writing conveys meaning and helps us clarify, as well as express our thoughts.

##### **Conventions**

1. The use of proper conventions enables us to clarify, as well as express our thoughts in written form.

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Fall Trimester	Writing Process	<p><b>EALR 1. The student understands and uses a writing process.</b></p> <p><b><u>1.1 Prewrites to generate ideas and plan writing</u></b></p> <p>1.1.1 Applies more than one strategy for generating ideas and planning writing</p> <p><b><u>1.2 Produces draft(s)</u></b></p> <p>1.2.1 Produces multiple drafts</p> <p><b><u>1.3 Revises to improve text</u></b></p> <p>1.3.1 Revises text including changes in words, sentences, paragraphs, and ideas</p> <p><b><u>1.4 Edits Text</u></b></p> <p>1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)</p> <p><b><u>1.5 Publishes text to share with audience</u></b></p> <p>1.5.1 Publishes in more than one format for specific audiences and purposes</p> <p><b><u>1.6 Adjusts writing process as necessary</u></b></p> <p>1.6.1 Applies understanding of the recursive nature of writing the writing process</p> <p>1.6.2 Uses collaborative skills to adapt the writing process</p> <p>1.6.3 Uses knowledge of time constraints to adjust the writing process</p>	<p>Wright Source Resource Handbooks</p> <p>Sitton Spelling</p> <p>Foss Science</p>	<p>Scored Expository Writing – Teacher/Grade Level Scored</p>
	Writing Forms: <i>Expository Procedural</i>	<p><b>EALR 2. The student writes in a variety of forms for different audiences and purposes</b></p> <p><b><u>2.1 Adapts writing for a variety of audiences</u></b></p> <p>2.1.1 Applies understanding of multiple and varied audiences to write effectively</p> <p><b><u>2.2 Writes for difference purposes</u></b></p> <p>2.2.1 Demonstrates understanding of difference purposes for writing</p> <p><b><u>2.3 Writes in a variety of forms/genres</u></b></p> <p>2.3.1 Uses a variety of forms/genres</p>		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Fall Trimester Continued	Writes Clearly and Effectively	<p><b>EALR 3. The student writes clearly and effectively.</b></p> <p><b><u>3.1 Develops ideas and organizes writing</u></b></p> <p>3.1.1 Selects a narrow topic and elaborates using specific details</p> <p>3.1.2 Selects and effective organizational structure</p> <p><b><u>3.2 Uses appropriate style</u></b></p> <p>3.2.1 Applies understanding that different audiences and purposes affect writer’s voice</p> <p>3.2.2 Selects language appropriate for a specific audience and purpose</p> <p>3.2.3 Uses a variety of sentences</p> <p><b><u>3.3 Knows and applies appropriate grade-level writing conventions</u></b></p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.2 Spells words appropriate for the grade level accurately</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.4 Applies punctuation rules</p> <p>3.3.5 Applies usage rules</p> <p>3.3.6 Uses complete sentences in writing</p> <p>3.3.7 Applies paragraph conventions</p> <p>3.3.8 Applies conventional forms for citations</p>		
	Evaluates Effectiveness	<p><b>EALR 4 – The student analyzes and evaluates the effectiveness of written work</b></p> <p><b><u>4.1 Analyzes and evaluates other’s and own writing</u></b></p> <p>4.1.1 Analyzes and evaluates writing using established criteria</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria</p> <p><b><u>4.2 Sets goals for improvement</u></b></p> <p>4.2.1 Evaluates and adjusts writing goals using criteria</p>		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Winter Trimester	Writing Process	<p><b>EALR 1. The student understands and uses a writing process.</b></p> <p><b><u>1.1 Prewrites to generate ideas and plan writing</u></b></p> <p>1.1.1 Applies more than one strategy for generating ideas and planning writing</p> <p><b><u>1.2 Produces draft(s)</u></b></p> <p>1.2.1 Produces multiple drafts</p> <p><b><u>1.3 Revises to improve text</u></b></p> <p>1.3.1 Revises text including changes in words, sentences, paragraphs, and ideas</p> <p><b><u>1.4 Edits Text</u></b></p> <p>1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)</p> <p><b><u>1.5 Publishes text to share with audience</u></b></p> <p>1.5.1 Publishes in more than one format for specific audiences and purposes</p> <p><b><u>1.6 Adjusts writing process as necessary</u></b></p> <p>1.6.4 Applies understanding of the recursive nature of writing the writing process</p> <p>1.6.5 Uses collaborative skills to adapt the writing process</p> <p>1.6.6 Uses knowledge of time constraints to adjust the writing process</p>		Scored Procedural Writing – Building Scored
	Writing Forms: <i>Expository Procedural</i>	<p><b>EALR 2. The student writes in a variety of forms for different audiences and purposes</b></p> <p><b><u>2.1 Adapts writing for a variety of audiences</u></b></p> <p>2.1.1 Applies understanding of multiple and varied audiences to write effectively</p> <p><b><u>2.2 Writes for difference purposes</u></b></p> <p>2.2.1 Demonstrates understanding of difference purposes for writing</p> <p><b><u>2.3 Writes in a variety of forms/genres</u></b></p> <p>2.3.1 Uses a variety of forms/genres</p>		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Winter Trimester Continued	Writes Clearly and Effectively	<p><b>EALR 3. The student writes clearly and effectively.</b></p> <p><b><u>3.1 Develops ideas and organizes writing</u></b></p> <p>3.1.1 Selects a narrow topic and elaborates using specific details</p> <p>3.1.2 Selects and effective organizational structure</p> <p><b><u>3.2 Uses appropriate style</u></b></p> <p>3.2.1 Applies understanding that different audiences and purposes affect writer’s voice</p> <p>3.2.2 Selects language appropriate for a specific audience and purpose</p> <p>3.2.3 Uses a variety of sentences</p> <p><b><u>3.3 Knows and applies appropriate grade-level writing conventions</u></b></p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.2 Spells words appropriate for the grade level accurately</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.4 Applies punctuation rules</p> <p>3.3.5 Applies usage rules</p> <p>3.3.6 Uses complete sentences in writing</p> <p>3.3.7 Applies paragraph conventions</p> <p>3.3.8 Applies conventional forms for citations</p>		
	Evaluates Effectiveness	<p><b>EALR 4. The student analyzes and evaluates the effectiveness of written work</b></p> <p><b><u>4.1 Analyzes and evaluates other’s and own writing</u></b></p> <p>4.1.1 Analyzes and evaluates writing using established criteria</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria</p> <p><b><u>4.2 Sets goals for improvement</u></b></p> <p>4.2.1 Evaluates and adjusts writing goals using criteria</p>		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Spring Trimester	Writing Process	<p><b>EALR 1. The student understands and uses a writing process.</b></p> <p><b><u>1.1 Prewrites to generate ideas and plan writing</u></b></p> <p>1.1.1 Applies more than one strategy for generating ideas and planning writing</p> <p><b><u>1.2 Produces draft(s)</u></b></p> <p>1.2.1 Produces multiple drafts</p> <p><b><u>1.3 Revises to improve text</u></b></p> <p>1.3.1 Revises text including changes in words, sentences, paragraphs, and ideas</p> <p><b><u>1.4 Edits Text</u></b></p> <p>1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)</p> <p><b><u>1.5 Publishes text to share with audience</u></b></p> <p>1.5.1 Publishes in more than one format for specific audiences and purposes</p> <p><b><u>1.7 Adjusts writing process as necessary</u></b></p> <p>1.7.1 Applies understanding of the recursive nature of writing the writing process</p> <p>1.7.2 Uses collaborative skills to adapt the writing process</p> <p>1.7.3 Uses knowledge of time constraints to adjust the writing process</p>	<p>Wright Source Resource Handbooks</p> <p>Sitton Spelling</p> <p>Foss Science</p>	<p>WASL - Reading, Math and Science (Procedural Writing)</p>
	Writing Forms: <i>Persuasive Procedural</i>	<p><b>EALR 2. The student writes in a variety of forms for different audiences and purposes</b></p> <p><b><u>2.1 Adapts writing for a variety of audiences</u></b></p> <p>2.1.1 Applies understanding of multiple and varied audiences to write effectively</p> <p><b><u>2.2 Writes for difference purposes</u></b></p> <p>2.2.1 Demonstrates understanding of difference purposes for writing</p> <p><b><u>2.3 Writes in a variety of forms/genres</u></b></p> <p>2.3.1 Uses a variety of forms/genres</p> <p><b><u>2.4 Writes for career applications</u></b></p> <p>2.4.1 Produces documents used in a career setting</p>	<p>Wright Source Resource Handbooks</p> <p>Sitton Spelling</p> <p>Foss Science</p>	

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	Evaluates Effectiveness	<p><b>EALR 4 – The student analyzes and evaluates the effectiveness of written work</b></p> <p><b><u>4.1 Analyzes and evaluates other’s and own writing</u></b></p> <p>4.1.1 Analyzes and evaluates writing using established criteria</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria</p> <p><b><u>4.2 Sets goals for improvement</u></b></p> <p>4.2.1 Evaluates and adjusts writing goals using criteria</p>		