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| **Essential Understandings** | * Effective writers engage in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective writing? * What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively? |
| **Essential Knowledge** | * Good writing is developed and organized in a clear and coherent manner. * The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration. * Grade-level vocabulary, language conventions and mechanics contribute to proficient writing. * Writing is enriched through the use of literary devices and strong vocabulary. |
| **Vocabulary/Content** | Revise, edit, transitions, rubric, perspective, elaboration, support, evidence, craft, detail, topic sentence, alaysis, paragraph, mechanics, grammar, peer review, conclusion, hook, plot, story arc, tone, voice, stamina, punctuation, leads, pre-write, publish, induction, |
| **Essential**  **Skills** | * 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. * With some guidance and support from adults, use technology, including the Internet, to produce and publish writing. * Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. * Engage effectively in a range of collaborative discussions with diverse partners *on grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. * Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. * Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking.See Appendix 5BWH |
| **Related**  **Common Core**  **Curriculum Standards** | [.](http://www.corestandards.org/ELA-Literacy/W/5/4/)  Writing –Grade 5  W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (  [.W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  [.W.5.6](http://www.corestandards.org/ELA-Literacy/W/5/6/) 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.  [.W.5.10](http://www.corestandards.org/ELA-Literacy/W/5/10/) 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.  Speaking and Listening—Grade 5   * SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  1. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  * SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   Language—Grade 5   * L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  1. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. 2. Use verb tense to convey various times, sequence, states, and conditions. 3. Use correlative conjunctions (e.g., *either/or, neither/nor*).  * L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. * L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   + - * 1. Use context as a clue to the meaning of a word or phrase.         2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.         3. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. * L.5.5. Demonstrate the use of figurative language, word relationships, and nuances in word meanings.   Interpret figurative language, including similes and metaphors in context.  Recognize and explain in the meaning of common idioms, adages, and proverbs.  Use the relationship between particular words to better understand each of the words.   * L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. *however, although, nevertheless, similarly, moreover, in addition).* |
| **Sample**  **Lessons**  **And**  **Activities** | Understanding the structure of a sentence / paragraph.  Editing vs revising  Stages of the writing process  Writing fluency activities  How to share and provide feedback  Peer editing |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Common Writing Prompt and Rubric Grade 5  Journal entries  Writing work throughout the stages  Published entries  Teacher-student conferences.  Progress charts |
| **Sample**  **Resources** | Lucy Calkins Writing Workshop   * Teacher Resources   [The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction](http://www.amazon.com/CAFE-Book-Engaging-Assessment-Instruction/dp/1571107282/ref=sr_1_1?s=books&ie=UTF8&qid=1399319146&sr=1-1&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref=sr_ntt_srch_lnk_1?qid=1399319145&sr=1-1) and Joan Moser (Apr 28, 2009)  [The Daily Five](http://www.amazon.com/Daily-Five-Gail-Boushey-ebook/dp/B001ROAK94/ref=sr_1_3?s=books&ie=UTF8&qid=1399319146&sr=1-3&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref=sr_ntt_srch_lnk_3?qid=1399319145&sr=1-3) and Joan Moser (Jan 1, 2006)     * Nanci Atwell, |