

2018 Curriculum: 5th Grade Writing Strand

		Monday	Tuesday	Wednesday	Thursday	Friday
AUGUST	WEEK ONE	13	14	15	16	17
	<p>Introduce Writer’s Workshop: Writer’s Notebook, guidelines, procedures, take baseline writing. Composing: Read mentor text, develop list of ideas for personal narratives</p>					
	WEEK TWO	20	21	22	23	24
<p>Written Expression: Introduce Quick Writes to utilize sensory words for added description Usage & Mechanics: Use complete sentences; Avoid fragments and run-ons; Begin editing checklist (anchor chart) Use appropriate ending punctuation; Use appropriate capitalization for sentence beginnings, proper nouns and the pronoun I</p>						
SEPT	WEEK THREE	27	28	29	30	31
	<p>Written Expression: Use an effective opening (Dialogue, quote, action, onomatopoeia, setting the scene: descriptive) Written Expression: Include sentences of various lengths and beginnings to denote style lesson (terms: adverbs and prepositions) Written Expression: Quick Writes: Implied SETTING; Develop mood through setting</p>					
WEEK FOUR	3	4	5	6	7	
LABOR DAY		<p>Composing: Continue with shared and independent writing of personal narratives Written Expression: Use an effective closing/conclusion; Use sound words to create sensory images Written Expression: Use transitional words and phrases to denote setting changes</p>				

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SEPTEMBER	WEEK FIVE	10	11	12	13	14
	<p>Written Expression: During shared writing model narrative techniques, such as dialogue, description, and pacing to develop experiences or characters: Use ellipses and dashes to stretch out a moment or add more detail Usage and Mechanics: Identify and use conjunctions in compound sentences Usage and Mechanics: Punctuate correctly using commas (items in a series, to set off the words yes and no, to indicate direct address, to separate coordinate adjectives, to separate an introductory element from the rest of the sentence, dates and addresses, and with conjunctions)</p>					
	WEEK SIX	17	18	19	20	21
<p>Introduce imagined narratives using descriptive details, and clear event sequences Written Expression: Choose precise/specific descriptive language (e.g., nouns, verbs, and adjectives) Written Expression: Consult thesaurus to select precise words;</p>						
SEPTEMBER	WEEK SEVEN	24	25	26	27	28
	<p>Composing: Compose free verse narrative poems Written Expression: Purposefully shape and control language; Use specific vocabulary and vivid word choice to create tone and voice; Use precise language</p>					
OCT	WEEK EIGHT	1	2	3	4	5
	<p>Written Expression: Use figurative language to enhance writing (similes, metaphors, idioms, personification, hyperboles); Shape and control language-tone-to affect readers in a narrative Usage and mechanics: Form and use the correct verb tense (past, present, future) of regular and irregular verbs</p>					

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OCTOBER	WEEK NINE	8	9	10	11	12
		Written Expression: Shape and control language to create voice in a narrative Written Expression: Use figurative language to enhance writing (similes, metaphors, idioms, personification, hyperboles)				
	WEEK TEN	15	16	17	18	19
		Teacher Work Day	Usage & Mechanics: Punctuate dialogue with quotation marks Usage and Mechanics: Review correct verb tense of regular and irregular verbs add correct verb tense of "be" verbs Usage and Mechanics: Use correct subject verb agreement			
	WEEK ELEVEN	22	23	24	25	26
		Composing – Expository Writing: Create a plan to organize prewriting; Focus on central idea; Organize ideas to focus on a topic that informs or explains; Include a clear topic sentence, multi-paragraphs, and a concluding statement (Shared Writing and independent writing) Written Expression: Include details that support the main idea; Use transition words and phrases for expository writing				
	WEEK TWELVE	29	30	31	1	2
		Written Expression: Choose precise descriptive language (e.g., nouns, verbs, and adjectives); Shape and control language to create tone and voice in expository writing Usage and Mechanics: Avoid double negatives				

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		Monday	Tuesday	Wednesday	Thursday	Friday
NOVEMBER	WEEK THIRTEEN	5	6 Election Day-Schools Closed	7	8	9
	Usage and Mechanics: Compare and use plurals, singular possessives, and plural possessives					
	WEEK FOURTEEN	12	13	14	15	16
	Composing – Expository Writing – Write expository papers Usage and Mechanics: Identify and use both concrete and abstract nouns; Use noun/pronoun agreement including I and me					
WEEK FIFTEEN	19	20	21	22	23	
Written Expression: Continue to include details that support the main idea; Use transitional words and phrases for expository writing Usage and Mechanics: Review correct verb tense of regular and irregular verbs add correct verb tense of “be” verbs Usage and Mechanics: Compare and use plurals, singular possessives, and plural possessives				Thanksgiving		
WEEK SIXTEEN	26	27	28	29	30	
Usage and Mechanics: Appropriately use the articles the, a, and an Written Expression: Choose precise descriptive language (e.g., nouns, verbs, and adjectives) Usage and Mechanics: Avoid double negatives						

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DECEMBER	WEEK SEVENTEEN	3	4	5	6	7
	<p>Composing: Write a class research report: Use relevant facts and descriptive details; Put information in order; Provide an overview at the beginning and summary at the end; Develop a list of questions pertaining to a topic; Locate information from a variety of sources; Skim, select, evaluate, and combine information to organize ideas; Compose in own words avoiding plagiarism; Create and use visual aids Skill: Identify key terms to use in searching for information; Select and use appropriate references to include online, print, and media resources</p>					
	WEEK EIGHTEEN	10	11	12	13	14
	<p>Composing: Continue research process Skill: Identify key terms to use in searching for information; Select and use appropriate references to include online, print, and media resources</p>					
	WEEK NINETEEN	17	18	19	20	21
<p>HOLIDAY WRITING ACTIVITIES</p>			Teacher Work Day		Winter Break	
WEEK TWENTY	24	25	26	27	28	
WEEK TWENTY-ONE	31	1	2	3	4	
<p>Composing: Write an individual research report: Use relevant facts and descriptive details; Put information in order; Provide an overview at the beginning and summary at the end; Develop a list of questions pertaining to a topic; Locate information from a variety of sources; Skim, select, evaluate, and combine information to organize ideas; Compose in own words avoiding plagiarism and credit sources to include author, title, and date; Create and use visual aids Skills: Provide a list of sources including author, title, and date</p>						

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		Monday	Tuesday	Wednesday	Thursday	Friday
JANUARY	WEEK TWENTY-TWO	7	8	9	10	11
	<p>Composing: Continue research process Skill: Identify key terms to use in searching for information; Select and use appropriate references to include online, print, and media resources</p>					
	WEEK TWENTY-THREE	14	15	16	17	18
	<p>Composing: Writing a book review to include a brief summary, the reader's opinion (like or dislike and reasons why), provide a recommendation to readers: model through shared writing; Provide guidance during independent writing</p>					
WEEK TWENTY-FOUR	21	22	23	24	25	
		<p>MLK Day Schools Closed</p>	<p>Composing: Writing a persuasive letter to include introducing a position, providing evidence to support the position, points for the opposite side and argument against them, and a strong conclusion Written Expression: Purposefully shape and control language to demonstrate an awareness of the intended audience; Focus, organize and elaborate to construct an effective message for the reader</p>			
WEEK TWENTY-FIVE	28	29	30	31	1	
<p>Composing: Writing an argument; Understanding that an argument is research based. Understand the difference between an opinion piece, persuasive piece, and argument piece. (Develop concept with sort)</p>						

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FEBRUARY	WEEK TWENTY-SIX	4 Staff Development (Schools Closed)	5	6	7	8
	<p>Composing: Create a variety of functional formats based on content: flyers, how-to, advertisements, recipe, etc. Written Expression: Use an understanding of format, audience, content, and purpose</p>					
	WEEK TWENTY-SEVEN	11	12	13	14	15
	<p>Composing: Create a variety of functional formats based on content: flyers, how-to, advertisements, recipe, etc. Written Expression: Use an understanding of format, audience, content, and purpose</p>					
WEEK TWENTY-EIGHT	18	19	20	21	22	
<p>Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year</p>						
WEEK TWENTY-NINE	25	26	27	28	1	
<p>Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year</p>						

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MARCH	WEEK THIRTY	4	5	6	7	8
	Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year					
	WEEK THIRTY-ONE	11	12	13	14	15
	Teacher Work Day		Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year			
WEEK THIRTY-TWO	18	19	20	21	22	
Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year						
WEEK THIRTY-THREE	25	26	27	28	29	
Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year						

		Monday	Tuesday	Wednesday	Thursday	Friday
APRIL	WEEK THIRTY-FOUR	1	2	3	4	5
	Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year					
	WEEK THIRTY-FIVE	8	9	10	11	12
	Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year					
WEEK THIRTY-SIX	15	16	17	18	19	
SPRING BREAK						
WEEK THIRTY-SEVEN	22	23	24	25	26	
Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year						

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		Monday	Tuesday	Wednesday	Thursday	Friday
MAY	WEEK THIRTY-EIGHT	29	30	1	2	3
	Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year					
	WEEK THIRTY-NINE	6	7	8	9	10
	Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year					
WEEK FORTY	13	14	15	16	17	
Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year						
WEEK FORTY-ONE	20	21	LAST DAY OF SCHOOL 22	23	24	
Flexible Grouping based on Student Needs is the MAIN Focus of writing instruction for the remainder of the year						