

**Southington Public Schools
Curriculum Map**

Subject: English Language Arts - Writing

Grade: 5

UNIT TITLE	Memoir Writing with Power and Depth about a Life Topic	Science Based Writing to Explain and Teach a Topic	Writing Essays That Advance an Idea about a Piece of Literature
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers draw upon learned strategies and invent new strategies to plan a memoir based upon a life topic. • How writers draft, doing their best to write with honesty and power. They reflect on what they have written, asking, “What is it I want to show about myself and about my life? How can I bring this meaning out in my draft?” • How writers revise and edit to bring forth significance, to explore different possible way to structure the text, and to make their writing more powerful and more graceful. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Mentor Text Dependent 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers try on topics, and then revise those topics with an eye toward greater focus. • How writers gather a variety of information to support their nonfiction books. • How writers draft the pages of books, starting with the sections they are most eager to write. • How writers study mentor authors and revise in predictable ways. • How writers edit, publish, and celebrate their informational writing. <p>Content Vocabulary:</p> <p>Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers read the text closely and push themselves to have thoughts in writing about what they noticed, and they give attention to the characters, their traits, motivations, struggles, changes and lessons. • How writers craft thesis statements based on what the text is really about, how a character changes, or what the character learns across the story. • How writers collect supporting materials such as quotations and lists to support their claims. • How writers reread the text to find mini stories or angles to make the point for their claims. • How writers create drafts out of the collection of evidence gathered. • How writers compare/contrast essays to think across text. <p>Content Vocabulary:</p> <p>Mentor Text Dependent</p>
CT CORE STANDARDS	<p>Writing Standards 3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a, b, c, d, & e)</p> <p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 5 – with guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>	<p>Writing Standards 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a, b, c, d, & e)</p> <p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 5 – with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>Writing Standards 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a, b, c & d)</p> <p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 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.</p>

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(b)</p> <p>Speaking and Listening Standards 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.</p> <p>Speaking and Listening Standards 6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>approach.</p> <p>Writing Standards 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.</p> <p>Writing Standards 7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Writing Standards 8 – 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.</p> <p>Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (b)</p> <p>Writing Standards 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.</p> <p>Speaking and Listening Standards 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. (b)</p> <p>Speaking and Listening Standards 2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Standards 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.</p> <p>Speaking and Listening Standards 5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of</p>	<p>Writing Standards 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.</p> <p>Writing Standards 8 – 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.</p> <p>Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (a & b)</p> <p>Writing Standards 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.</p> <p>Speaking and Listening Standards 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. (b)</p> <p>Speaking and Listening Standards 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.</p> <p>Speaking and Listening Standards 6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
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UNIT TITLE	Argument Essays to Support and Defend Opinions Based on Content Area Research	Historical Writing Based on Civic, Economic and Geographic Implications	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How research essayists collect information and make notes. • How to make notes while researchers examine the many sides of a topic. • How research essayists search their notes for an arguable claim, and they build up their essay around this claim. • How essayists develop and revise their paragraphs until they have a strong essay. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Mentor Text Dependent 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How research writers read to learn, deepen understanding, and grow ideas in the content area of social studies. • How writers develop a research base of knowledge and deepen their expertise on a topic in Reading or Content Area Workshop. • How writers study mentors and write drafts of research reports in Writing Workshop. • How writers revise, edit and publish to get ready to teach others. <p>Content Vocabulary:</p> <p>Mentor Text Dependent</p>	
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