

5th Grade Yearly Sequence

Unit 1 Personal Narrative

- Tell about a goal you met or something you achieved in the last year. Explain why you set out to do this and tell the story of working towards and achieving it.

Unit 2 Explanatory

- Think of a problem that your city or state faces. Write an essay that explains this problem and provides some possible solutions to the problem.

Unit 3 Opinion

- Which technology do you think will impact us the most: self driving cars or robots? Provide elaborations and text-based evidence to support your claim.

Unit 4 Informational Science Focus

- The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.

Unit 5 Explanatory Letters

- Choose an area of your community to personally give back to. Write a letter to the person who is in charge of this area of your community explaining what you are going to do to help.

Unit 6 Creative Narrative

- Your main character is a NASA astronaut that has just been given their first assignment: a mission to a very special planet. Choose which planet that is, then tell a story of what happens from blast off to landing on the planet.

Unit 7 Nonfiction Narrative

- Write a nonfiction narrative that brings to life the story of an important or incredible event from the life of an important historical figure. Use at least two informational sources to write a factual narrative about this event.

Unit 8 Opinion Literature Analysis

- Choose a short story or book that you've read recently. Write an opinion piece about one element of the story, using details from the story to support your opinion.

Unit 9 Informational Social Studies Focus

- A historical event is something that happened in the past. Choose a historical event in your country's history that you're interested in. Write an informational essay that uses what you already know and research you've completed to inform about this event.

Unit 10 Poetry

- Write three poems, including a free verse, quatrain, and limerick.

5th Grade Yearly Standards Sequence

Standard Strand	Standard	Unit 1-Personal Narrative	Unit 2-Explanatory	Unit 3-Opinion	Unit 4-Informational (Science)	Unit 5-Explanatory Letters	Unit 6-Creative Narrative	Unit 7-Narrative Nonfiction	Unit 8-Opinion (Literature Analysis)	Unit 9-Informational (Social Studies Focus)	Unit 10-Poetry	
<p>W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	W.5.1.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.			X					X			
	W.5.1.B – Provide logically ordered reasons that are supported by facts and details.			X					X			
	W.5.1.C – Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).			X						X		
	W.5.1.D – Provide a concluding statement or section related to the opinion presented.			X						X		
<p>W.5.2</p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>	W.5.2.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.		X		X	X				X		
	W.5.2.B – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		X		X	X				X		
	W.5.2.C – Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).		X		X	X				X		
	W.5.2.D – Use precise language and domain-specific vocabulary to inform about or explain the topic.		X		X	X				X		
	W.5.2.E - Provide a concluding statement or section related to the information or explanation presented.		X		X	X				X		
<p>W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	W.5.3.A – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	X					X	X				
	W.5.3.B – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	X						X	X			

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W.5.3 (CONTINUED)	W.5.3.C – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	x					x	x			
	W.5.3.D – Use concrete words and phrases and sensory details to convey experiences and events precisely.	x					x	x			
	W.5.3.E – Provide a conclusion that follows from the narrated experiences or events.	x					x	x			
Production & Distribution of Writing	W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	x	x	x	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x	x	x	x
Research to Build and Present Knowledge	W.5.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			x	x			x		x	
	W.5.8 – 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		x	x	x			x		x	
	W.5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.			x	x			x	x	x	
Range of Writing	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.	x	x	x	x	x	x	x	x	x	x

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L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1.A – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			x	x			x			
	L.5.1.B – Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	x									
	L.5.1.C – Use verb tense to convey various times, sequences, states, and conditions.	x							x		
	L.5.1.D – Recognize and correct inappropriate shifts in verb tense.	x							x		
	L.5.1.E – Use correlative conjunctions (e.g., either/or, neither/nor).			x							
L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2.A – Use punctuation to separate items in a series.				x	x					
	L.5.2.B – Use a comma to separate an introductory element from the rest of the sentence.		x	x	x	x				x	
	L.5.2.C – Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).					x	x				
	L.5.2.D – Use underlining, quotation marks, or italics to indicate titles of works.			x	x				x	x	
	L.5.2.E – Spell grade-appropriate words correctly, consulting references as needed.	<i>Covered within the Spelling Program.</i>									
L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.3.A – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		x		x	x					x