

**Brookings School District 5-1  
5<sup>th</sup> Grade Writing Curriculum  
June 2010**

Standard:	Learning Target: • = mastered ○ = introduced	Assessment:	Resources:	Q1	Q2	Q3	Q4
<b>Indicator 1: Students can apply the writing process to compose text.</b>							
5.W.1.1 Students can compose narrative, and descriptive text of one paragraph. - Application	<ul style="list-style-type: none"> <li>I can prewrite by using a graphic organizer (webbing, brainstorming, listing). (5.W.1.1)</li> </ul>	Student work samples, graphic organizer	Primary source: Houghton Mifflin English Secondary resources: 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can identify the audience and write to meet my audience's needs. (5.W.1.1)</li> </ul>	Graphic organizer, teacher rubric	Primary source: Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) Secondary resources: 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can write using details that stick to my topic. (5.W.1.1)</li> </ul>	Teacher rubric, Write to Learn	Primary source: Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) Secondary resources: 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can write a topic sentence. (5.W.1.1)</li> </ul>	Steck Vaughn p. 96, student writing samples	Primary source: Houghton Mifflin English, ( <i>Teacher Resource Book</i> for rubric); Steck Vaughn Level E Secondary resources: 6-Traits Writing, Flip the Deck, <a href="http://www.eslflow.com/academic_writing.html">www.eslflow.com/academic_writing.html</a>				

	<ul style="list-style-type: none"> <li>I can use transition words to organize my writing. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can organize my writing into paragraphs (introduction, body, conclusion). (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can use descriptive words when I write. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can use figurative language to enhance writing (personification, simile, metaphor, onomatopoeia). (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can vary my sentence length. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can vary my sentence beginnings. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				

	<ul style="list-style-type: none"> <li>I can write using correct spelling. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				
	<ul style="list-style-type: none"> <li>I can write using correct punctuation. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				
	<ul style="list-style-type: none"> <li>I can write using correct grammar. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				
	<ul style="list-style-type: none"> <li>I can write using correct capitalization. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				
	<ul style="list-style-type: none"> <li>I can indent my paragraphs. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				
	<ul style="list-style-type: none"> <li>I can write a story with a plot, a point of view, setting, and conflict. (5.W.1.1)</li> </ul>	Teacher rubric	<p>Primary source: Houghton Mifflin English (<i>Teacher 's Resource Book</i> for rubric)</p> <p>Secondary resources: 6-Traits Writing, Flip the Deck</p>				

	<ul style="list-style-type: none"> <li>I can describe characters with details. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can write to compare and contrast. (5.W.1.1)</li> </ul>	Teacher rubric	<u>Primary source:</u> Houghton Mifflin English ( <i>Teacher 's Resource Book</i> for rubric) <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can revise writing. (5.W.1.1)</li> </ul>	Teacher observation	<u>Primary source:</u> Houghton Mifflin English <u>Secondary resources:</u> 6-Traits Writing Flip the Deck				
	<ul style="list-style-type: none"> <li>I can edit writing. (5.W.1.1)</li> </ul>	Teacher observation	<u>Primary source:</u> Houghton Mifflin English <u>Secondary resources:</u> 6-Traits Writing, Flip the Deck				
	<ul style="list-style-type: none"> <li>I can share my writing with peers. (5.W.1.1)</li> </ul>	Teacher observation	Student writing				
	<ul style="list-style-type: none"> <li>I can use a rubric to self-evaluate. (5.W.1.1)</li> </ul>	Teacher made rubric	Teacher made rubric				
<b>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. - Synthesis</b>	<ul style="list-style-type: none"> <li>I can write what I observe. (5.W.1.2)</li> </ul>	Student writing samples	Concrete object/image				
	<ul style="list-style-type: none"> <li>I can write my opinions. (5.W.1.2)</li> </ul>	Student writing samples, reading journal	Novels, teacher prompts, newspapers, Time For Kids, poems				

	<ul style="list-style-type: none"> <li>I can write what I'm thinking. (5.W.1.2)</li> </ul>	Student writing samples, reading journal	Novels, teacher prompts, newspapers, Time For Kids, poems				
	<ul style="list-style-type: none"> <li>I can write in response to what I've read ("a funny part I read" – "something that made me sad"). (5.W.1.2)</li> </ul>	Student writing samples, reading journal	Novels, teacher prompts, newspapers, Time For Kids, poems				
	<ul style="list-style-type: none"> <li>I can write how my personal experiences connect to the text. (5.W.1.2)</li> </ul>	Student writing samples, reading journal	Novels, teacher prompts, newspapers, Time For Kids, poems				
	<ul style="list-style-type: none"> <li>I can write different forms of poetry (haiku, cinquains, limerick, acrostic). 5.W.1.2</li> </ul>	Student writing samples	Houghton Mifflin English—Unit 12, Internet activities				

**Indicator 2: Students can apply Standard English conventions in their writing.**

<b>5.W.2.1 Students can punctuate and capitalize text including dialogue. - Application</b>	<ul style="list-style-type: none"> <li>I can punctuate and capitalize dialogue. (5.W.2.1)</li> </ul>	Houghton Mifflin English <i>Reteaching Workbook</i> p. 57, <i>Workbook Plus</i> p.96-97, student writing samples, Unit 5 checkup, Unit 5 test	Houghton Mifflin English—Unit 5: <i>Workbook Plus</i> and <i>Reteaching Workbook</i>				
<b>5.W.2.2 Students can identify and incorporate verbs in the writing process. - Synthesis</b>	<ul style="list-style-type: none"> <li>I can find and use action verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can find and use helping verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can find and use linking verbs. (5.W.2.2)</li> </ul>	Teacher observation	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can find and use present tense verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				

	<ul style="list-style-type: none"> <li>I can find and use past tense verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can define, find and use future tense verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can change the tense of a regular verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can change the tense of an irregular verbs. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				
	<ul style="list-style-type: none"> <li>I can write sentences with subject-verb agreement. (5.W.2.2)</li> </ul>	student writing samples, Unit 3 checkup, Unit 3 test	Houghton Mifflin English—Unit 3				

**Grammar**

<b>Subject/Predicate</b>	<ul style="list-style-type: none"> <li>I can identify the subject in a sentence.</li> </ul>	Unit 1 test	Houghton Mifflin English ( <i>Grammar and Writing Assessment</i> )				
	<ul style="list-style-type: none"> <li>I can identify the predicate in a sentence.</li> </ul>	Unit 1 test	Houghton Mifflin English ( <i>Grammar and Writing Assessment</i> )				
	<ul style="list-style-type: none"> <li>I can identify and use compound subjects.</li> </ul>	Harcourt Language p. 8	Harcourt Language Practice Book; Language Exercises-Steck Vaughn Level E				

	<ul style="list-style-type: none"> <li>I can identify and use compound predicates.</li> </ul>	Harcourt Language p. 13	Harcourt Language Practice Book; Language Exercises-Steck Vaughn Level E				
	<ul style="list-style-type: none"> <li>I can identify and use compound sentences</li> </ul>	Houghton Mifflin <i>Reteaching Workbook</i> p. 8-9; Steck Vaughn p. 22	Houghton Mifflin English—Unit 1; Language Exercises-Steck Vaughn Level E				
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>I can identify and use pronouns in my writing.</li> </ul>	Unit 6 worksheets , Unit 6 test	Houghton Mifflin English—Unit 6; Language Exercises-Steck Vaughn Level E				
	<ul style="list-style-type: none"> <li>I can use “I” and “me” correctly.</li> </ul>	Unit 6 worksheets , Unit 6 test	Houghton Mifflin English—Unit 6				
	<ul style="list-style-type: none"> <li>I can identify and use possessive pronouns correctly.</li> </ul>	Unit 6 worksheets , Unit 6 test	Houghton Mifflin English—Unit 6				
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>I can identify and use demonstrative adjectives (this, these, that, those).</li> </ul>	<i>Workbook Plus</i> p. 73, Unit 4 checkup	Houghton Mifflin English—Unit 4				
	<ul style="list-style-type: none"> <li>I can identify and use proper adjectives (Japanese beetle, French bread, African Jungle).</li> </ul>	Unit 4 checkup, Unit 4 test	Houghton Mifflin English—Unit 4				
<b>Possessives</b>	<ul style="list-style-type: none"> <li>I can identify and use singular and plural possessives</li> </ul>	Unit 2 checkup, Unit 2 test	Houghton Mifflin English—Unit 2				
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>I can define an adverb.</li> </ul>	Matching quiz over grammar terms	Houghton Mifflin English—Unit 7				
	<ul style="list-style-type: none"> <li>I can identify and use adverbs ending in -ly.</li> </ul>	Unit 7 checkup, Unit 7 test	Houghton Mifflin English—Unit 7				
	<ul style="list-style-type: none"> <li>I can identify and use adverbs that compare.</li> </ul>	Unit 7 checkup, Unit 7 test	Houghton Mifflin English—Unit 7				
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>I can identify prepositions.</li> </ul>	Teacher observation	Houghton Mifflin English—Unit 7				
	<ul style="list-style-type: none"> <li>I can identify prepositional phrases.</li> </ul>	Teacher observation	Houghton Mifflin English—Unit 7				

<b>Homophones</b>	<ul style="list-style-type: none"> <li>I can use correct homophones in my writing.</li> </ul>	Houghton Mifflin English <i>Reteaching Workbook</i> p. 69, <i>Workbook Plus</i> p. 118; student writing samples	Houghton Mifflin English—Unit 6; Daily Language Review				
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I can master assigned spelling lists.</li> </ul>	Teacher assigned spelling tests	Trophies (Basal Reading Series) Spelling Lessons, Rebecca Sitton High Frequency Words (#401-600), SpellingCity.com				
	<ul style="list-style-type: none"> <li>I can write using correct spelling.</li> </ul>	Teacher rubric	Flip the Deck (“Guess and Go” strategy), spell check on word processor, dictionary, spelling strategies				
<b>Abbreviations</b>	<ul style="list-style-type: none"> <li>I can use abbreviations to construct meaning.</li> </ul>	Houghton Mifflin English <i>Reteaching Workbook</i> p. 58, <i>Workbook Plus</i> p. 98, Unit 5 checkup, Unit 5 test	Houghton Mifflin English—Unit 5, Daily Language Review, Daily Oral Language				