Grade level: 5  
Course Title: Writing  
Topic/Concept: Personal Narrative  
Time Allotment: 4 weeks  
Unit Sequence: 1

Major Concepts to be learned:

1. Follow the steps of the writing process  
2. Write within the personal narrative mode  
3. Write with focus, detail, organization, style, & voice

Expected Skills to be demonstrated:

1. Develop author’s craft (i.e. word choice, figurative language, dialogue...)  
2. Drafting, publishing, revising, & editing  
3. Use a story mountain organizer to plan narrative writing.  
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)  
5. Use grade level appropriate mechanics & conventions

PA Standards/Anchors: 

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Instructional Strategies:

- Use of writing notebook/gathering seeds  
- Building writing stamina  
- Graphic organizers  
- Authors as mentors  
- Anchor pieces/student samples  
- Teacher created writing/writing notebook Charts

Assessments:

- Notebook check  
- Peer revising checklist  
- Peer editing checklist  
- Individual conferencing  
- PSSA Domain Scoring Rubric  
- Personal Narrative Skills Rubric
### Major Concepts to be learned:

1. Follow the steps of the writing process
2. Raise the level of narrative writing
3. Write with focus, detail, organization, style, & voice

### Expected Skills to be demonstrated:

1. Further develop author’s craft (i.e. word choice, figurative language, dialogue...)
2. Drafting, publishing, revising, & editing
3. Use a story mountain organizer to plan narrative writing.
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)
5. Use grade level appropriate mechanics & conventions

### PA Standards/Anchors:

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### Instructional Strategies:

- Use of writing notebook/gathering seeds
- Building writing stamina
- Graphic organizers
- Authors as mentors
- Anchor pieces/student samples
- Teacher created writing/writing notebook
- Charts

### Assessments:

- Notebook check
- Peer revising checklist
- Peer editing checklist
- Individual conferencing
- PSSA Domain Scoring Rubric
- Raising the Level of Personal Narrative Skills Rubric
Grade level: 5  
Course Title: Writing  
Topic/Concept: Personal Essay/Informational Writing  
Time Allotment: 5 weeks  
Unit Sequence: 3

**Major Concepts to be learned:**

1. Follow the steps of writing a 5 paragraph informational essay  
2. Write within the informational mode  
3. Write with focus, detail, organization, style, & voice  
4. Advance themes of personal significance

**Expected Skills to be demonstrated:**

1. Develop author’s craft (i.e. word choice, figurative language, dialogue...)  
2. Drafting, publishing, revising, & editing  
3. Use a 5 paragraph essay organizer to plan informational writing. (Boxes and Bullets)  
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)  
5. Use grade level appropriate mechanics & conventions  
6. Develop and support thesis statements

**PA Standards/Anchors:**

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**Eligible Content:**

**Instructional Strategies:**

- Use of writing notebook/gathering seeds  
- Building writing stamina  
- Graphic organizers  
- Authors as mentors  
- Anchor pieces/student samples  
- Teacher created writing/writing notebook Charts

**Assessments:**

- Notebook check  
- Peer revising checklist  
- Peer editing checklist  
- Individual conferencing  
- PSSA Domain Scoring Rubric  
- Personal Essay Skills Rubric
Grade level: 5  
Course Title: Writing  
Topic/Concept: Persuasive Essay  
Time Allotment: 4 weeks  
Unit Sequence: 4

Major Concepts to be learned:

1. Follow the steps of writing a 5 paragraph persuasive essay  
2. Write within the persuasive mode  
3. Write with focus, detail, organization, style, & voice  
4. Advance themes of persuasive significance

Expected Skills to be demonstrated:

1. Develop author’s craft (i.e. word choice, figurative language, dialogue...)  
2. Drafting, publishing, revising, & editing  
3. Use a 5 paragraph essay organizer to plan persuasive writing. (Persuasion Tree)  
4. Write with focus and detail (i.e. focus on a topic & add sensory details...)  
5. Use grade level appropriate mechanics & conventions  
6. Develop and support thesis statements

PA Standards/Anchors:  

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Eligible Content:

Use of writing notebook/gathering seeds  
Building writing stamina  
Graphic organizers  
Authors as mentors  
Anchor pieces/student samples  
Teacher created writing/writing notebook charts  

Instructional Strategies:

- Notebook check  
- Peer revising checklist  
- Peer editing checklist  
- Individual conferencing  
- PSSA Domain Scoring Rubric  
- Persuasive Essay Skills Rubric
Grade level: 5
Course Title: Writing
Topic/Concept: PSSA Practice and Test Prep
Time Allotment: 8 weeks
Unit Sequence: 5

Major Concepts to be learned:
1. Follow the steps of writing a 5 paragraph informational or persuasive essay
2. Follow the steps of writing a narrative story
3. Write within the informational, persuasive, & narrative modes
4. Advance themes of personal/persuasive significance
5. Write with focus, detail, organization, style, & voice

Expected Skills to be demonstrated:
1. Develop author’s craft (i.e. word choice, figurative language, dialogue...)
2. Drafting, publishing, revising, & editing
3. Use a 5 paragraph essay organizer to plan persuasive writing. (Persuasion Tree)
4. Use a 5 paragraph essay organizer to plan informational writing. (Boxes and Bullets)
5. Use a story mountain organizer to plan narrative writing.
6. Develop and support thesis statements
7. Write with focus and detail (i.e. focus on a topic & add sensory details...)
8. Use grade level appropriate mechanics & conventions

PA Standards/Anchors: 
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Eligible Content: 
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Instructional Strategies: 
Use of writing notebook/gathering seeds
Use of PSSA released scoring items
Anchor pieces/student samples
Teacher created writing/writing notebook
Charts
Authors as mentors
Graphic organizers
Building writing stamina

Assessments: 
- Notebook check
- Peer revising checklist
- Peer editing checklist
- Individual conferencing
- PSSA Domain Scoring Rubric
Grade level: 5  
Course Title: Writing  
Topic/Concept: Content Area Writing  
Time Allotment: 4 weeks  
Unit Sequence: 6

Major Concepts to be learned:
1. Nonfiction writing styles i.e. brochures
2. Nonfiction text feature use in writing
3. Write with focus, detail, organization, style, & voice
4. Use writing to learn strategies as a way to organize information while adding style/voice

Expected Skills to be demonstrated:
1. Students will teach others through their writing by creating informative brochures.
2. Students will structure their writing using nonfiction text features for example: labeled diagrams, captions, headings, etc.
3. Students will add their own thoughts, voice, and style to written text.
4. Students will apply writing strategies to the content area of science (ecosystems).

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Instructional Strategies:
Use of writing notebook/gathering seeds
Building writing stamina
Graphic organizers
Authors as mentors
Anchor pieces/student samples
Teacher created writing/writing notebook
Charts
Writing to learn strategies: annotated sketch, t-chart weave, etc.

Assessments:
• Notebook check
• Peer revising checklist
• Peer editing checklist
• Individual conferencing
• Content Writing Brochure Rubric
Grade level: **5**  
Course Title: **Writing**  
Topic/Concept: **Literary Essay/Student Reflection Piece**  
Time Allotment: **4 weeks**  
Unit Sequence: **7**

### Major Concepts to be learned:

1. Literary criticism  
2. Supporting personal thoughts with text-based details  
3. Write with focus, detail, organization, style, & voice  
4. Advance themes of literary significance

### Expected Skills to be demonstrated:

1. Writing thoughtfully about reading selections.  
2. Creating strong thesis statements.  
4. Writing within the structure of a 5 paragraph essay.

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### Instructional Strategies:

- Use of writing notebook/gathering seeds  
- Building writing stamina  
- Graphic organizers  
- Authors as mentors  
- Anchor pieces/student samples  
- Teacher created writing/writing notebook  
- Charts  
- Short literary texts

### Assessments:

- Notebook check  
- Peer revising checklist  
- Peer editing checklist  
- Individual conferencing  
- PSSA Domain Scoring Rubric  
- Literary Essay Skills Rubric