

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 1 Expository Writing

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In module 1, expository essay, students writing an expository essay are learning how to explain a topic clearly and logically. At this stage, they are introduced to the structure of an essay, which includes an introduction with a thesis statement, several body paragraphs that support the main idea with facts and examples, and a strong conclusion that summarizes the key points. These young writers are encouraged to use transition words to connect ideas and to organize their thoughts in a way that makes sense to the reader. The focus is on teaching them how to research a topic, use evidence to support their ideas, and write with clarity and purpose. This foundational skill helps them build confidence as writers and prepares them for more complex writing in middle school and beyond.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

**L.KL.6.2.B**

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**W.WP.5.4.B**

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

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**W.WP.5.4.A**

Consider audience, purpose, and intent before writing.

**L.KL.5.1.A**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**SL.PE.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.NW.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**W.RW.5.7**

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.NW.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

**Unit/Module Weekly Learning Activities and Pacing Guide**

<b>Lessons 1-5</b>	<b>NJ Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I:	<b>L.KL.6.2.B</b> Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>Understand the elements of expository writing</li> <li>Discuss the craft of expository writing</li> <li>Ask and answer questions about the selection</li> <li>Acquire new vocabulary words</li> <li>Generate a list of vocabulary words for writing essays</li> <li>Explain the meaning of content area</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Focal Text- <i>Girls Think of Everything</i></li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook</li> <li>Teacher handbook HMH textbook</li> <li>EPIC!.com</li> <li>Graphic Organizer</li> <li>Writer's Notebook</li> <li>Classroom materials (books about inventors and their inventions)</li> </ul> </li> </ul>

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<p>Choosing a Topic</p>	<p><b>W.WP.5.4.B</b> Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b> Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b>  Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.RW.5.7</b> Write routinely over extended time frames (time for research and revision) and shorter time frames (a</p>	<p>words</p> <ul style="list-style-type: none"> <li>• Categorize words and label parts of speech</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Anchor Chart (Informational Text)</li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Targeted Grammar Support</li> </ul> </li> </ul>
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	<p>single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>W.NW.5.3.A</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><b><u>Lessons 6-10</u></b></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b></p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b></p> <p>Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b></p> <p>Acquire and use accurately</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Develop working thesis statements for an expository essay</li> <li>• Research ideas to draft an expository essay</li> <li>• Organize an expository essay with purposeful structure.</li> <li>• Write an expository essay with clear Introductions and conclusions.</li> <li>• Include relevant facts, definitions, details, quotations, and examples in an expository essay.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Revise an expository essay.</li> <li>• Revise Essay</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Girls Think of Everything</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Informational Text)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> </ul> </li> </ul>

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grade-appropriate general academic and domain-specific words and phrases.

**SL.PE.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.NW.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**W.RW.5.7**

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<p><b><u>Lessons 11-15</u></b>          -Revising II: Conferencing          -Revising III: Sentence Sense and Direct Address          -Editing I: Peer Proofreading          -Publishing          -Sharing</p>	<p><b>L.KL.6.2.B</b>          Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b>          Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b>          Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b>          Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b>          Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b></p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Discuss publishing opportunities for a wider audience.</li> <li>● Decide upon a publishing option.</li> <li>● Reassess goals for writing expository essays.</li> <li>● Present expository essays to an audience.</li> <li>● Ask and answer questions about writing.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Peer Review</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Texts             <ul style="list-style-type: none"> <li>○ Focal Text- <i>Girls Think of Everything</i></li> </ul> </li> <li>● Materials             <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts</li> </ul> </li> <li>● Activities             <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> <li>○ Clocking Activity/ Check list</li> </ul> </li> </ul>
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	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.RW.5.7</b></p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>W.NW.5.3.A</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)