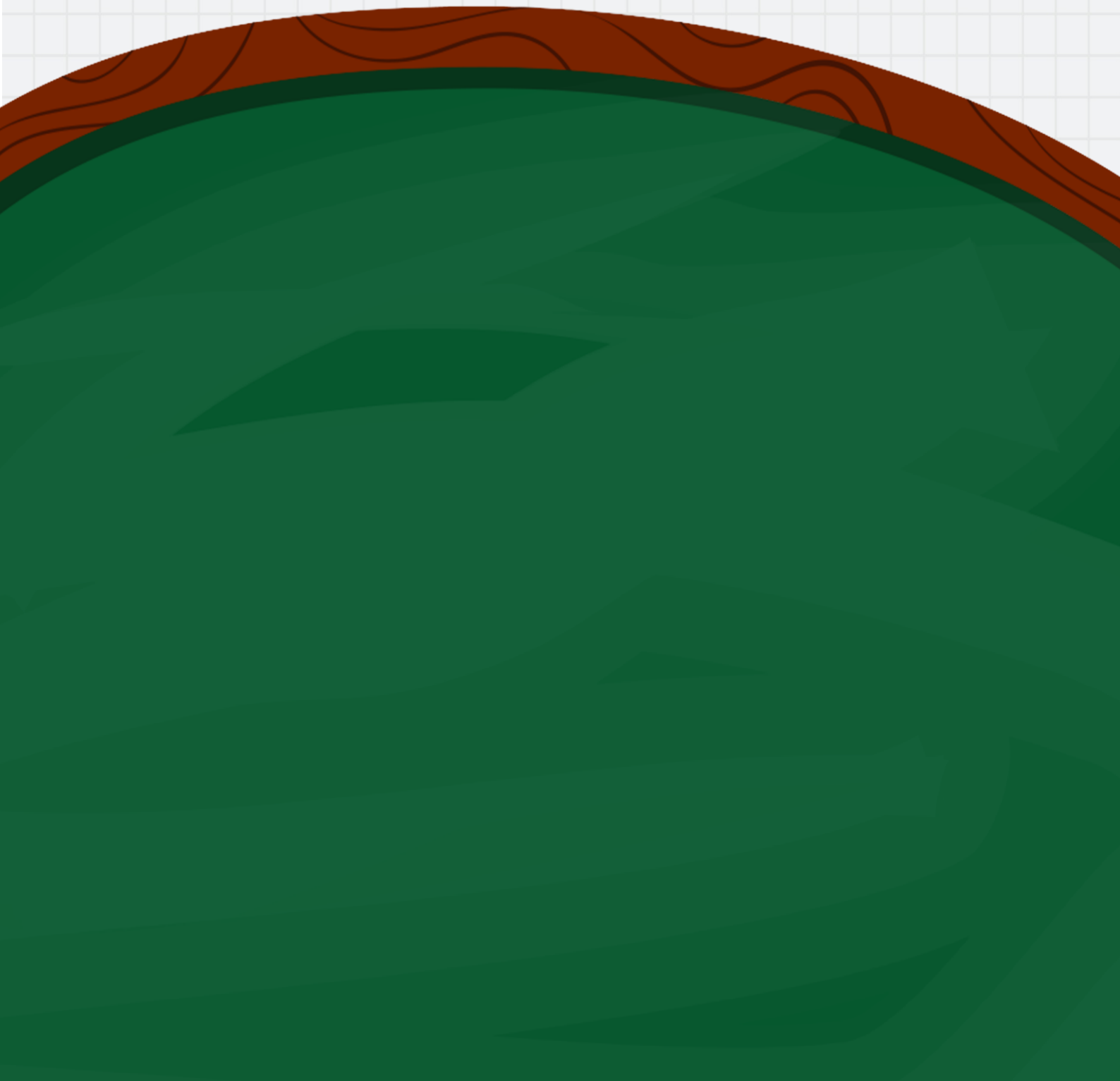




# schoolio

**GRADE 5 LANGUAGE ARTS**





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# WRITING




There are many different types of writing for your student to explore! This curriculum will guide you through the basic instruction of several, but feel free to add others on your own as you see fit, or as your child's interest guides you. Each writing unit will include the same steps/schedule of learning, ending with a final product. It is expected that each writing unit will take 2 weeks, over 4 blocks (alternating with creative writing blocks), and may require your student to work outside of these blocks (as if for "homework") at times.

## Writing Schedule:




### Lesson 1:

-  Introduction of Topic
-  Parts of Text
-  Skills Needed
-  Brainstorming
-  Notetaking of Ideas





### Lesson 2:

-  Quick review of Parts of Text
-  Research
-  First draft writing

### Lesson 3:

-  Editing and Expanding
-  Asking Questions
-  Proofreading for Spelling and Grammar

### Lesson 4:

-  Second re-read
-  Final edits
-  Final draft writing
-  Hand in final draft for assessment

## Writing Topics:



-  Paragraph
-  Book Report
-  Fiction
-  News Article
-  Comic Strip
-  Recipe
-  How-To Manual
-  Letter
-  Email
-  Autobiography

**Rubrics for Assessment of Final Products:**



<b>Expectations for Final Written Product</b>  Total Grade: ____ / 40	<b>Level 4</b> - Excellent - Always - Consistently - Above & Beyond Expectations	<b>Level 3</b> - Good - Regularly - Usually - Meets Expectations	<b>Level 2</b> - O.K. - Sometimes - Occasionally - Needs Some Improvement to Meet All Expectations	<b>Level 1</b> - Not Good - Rarely - Seldom - Did Not Meet Expectations
Brainstormed and Took Notes to Organize Thoughts and Ideas				
Researched Information When Needed to Support Writing				
Completed first draft on time and with best effort				
Edited first draft carefully				
Added to first draft in order to improve final product				
Asked questions to improve their work				
Proofread carefully for spelling and grammar errors. Final product is free from errors.				
All elements required were included.				
Final product is neat, tidy, and well presented.				
Work quality suggests student worked to the best of their ability, and put forth their best effort.				

## Week 9:


### Lesson 1: Introducing Words

-  List Words should be displayed somewhere the student(s) can see them all week.
-  Lists are kept short to encourage thorough learning of each and avoid overwhelming the student.



<u>Spelling List- Week 9</u>		
hope	per	someone
amount	cross	ice
phrase	son	angle

-  Student works with words in one of several ways each week.
-  This week we will *put each word from the list into a sentence*.

### Lesson 2: Practice Words

-  This is a good opportunity for you to encourage your student to learn about their own strengths and style of learning, and teach study skills. Options for practice can include reading, rewriting, or orally dictating of spelling.

### Lesson 3: Spelling Test

-  Encourage your student(s) throughout the week to practice their spelling words in their own time, and to assess their own strengths and weaknesses among the list words.
-  Dictate the list slowly and clearly. Use each word in a sentence to provide context and comprehension.