

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County Elementary	Subject: Writing	Grade: 5 th Grade
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Benchmark Assessment 1

Instructional Timeline: Section 1 Weeks 1-9

Topic(s): Opinion Writing, Common Core Language, Passage Based Prompts

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.5.1</p> <ul style="list-style-type: none"> I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information. 	<ul style="list-style-type: none"> Opinion Point of view Organizational structure.
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.5.4</p> <ul style="list-style-type: none"> I can produce a writing piece that is clear and cohesive (connected) with organization appropriate to task, purpose and audience. 	<ul style="list-style-type: none"> Writing style Task Purpose Audience

<p>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.</p>	<p>W.5.5</p> <ul style="list-style-type: none"> I can strengthen my writing using the steps in the writing process, with guidance and support from peers and adults. This means I can plan, revise, edit, rewrite, and try new approaches. 	<ul style="list-style-type: none"> Revision strategy Edit
<p>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.</p>	<p>W.5.6</p> <ul style="list-style-type: none"> I can use technology, including the Internet, to produce and publish writing with some guidance and support. (S) I can use technology to communicate and collaborate with others with some guidance and support. (S) I can use keyboarding skills to type two pages or more in a single sitting with some guidance and support. 	<ul style="list-style-type: none"> Publish Credible website
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<p>W.5.10</p> <ul style="list-style-type: none"> I can recognize that different writing tasks required varied time frames to complete. 	<ul style="list-style-type: none"> Writing format Writing style Task

<p>time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language standards: L.5.1 L.5.2 L.5.3 L.5.4</p>	<p>W.5.8</p> <ul style="list-style-type: none"> I can summarize and/or paraphrase (put in my own words) information. <p>W.5.9</p> <ul style="list-style-type: none"> I can draw evidence from literary or informational texts to support analysis, reflection, and research. This means I can use key details to support my understanding of a text. (R) <p>Reviewed throughout all units</p>	<ul style="list-style-type: none"> Purpose Audience
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L.5.5		
L.5.6		



CUMBERLAND COUNTY
PANTHERS

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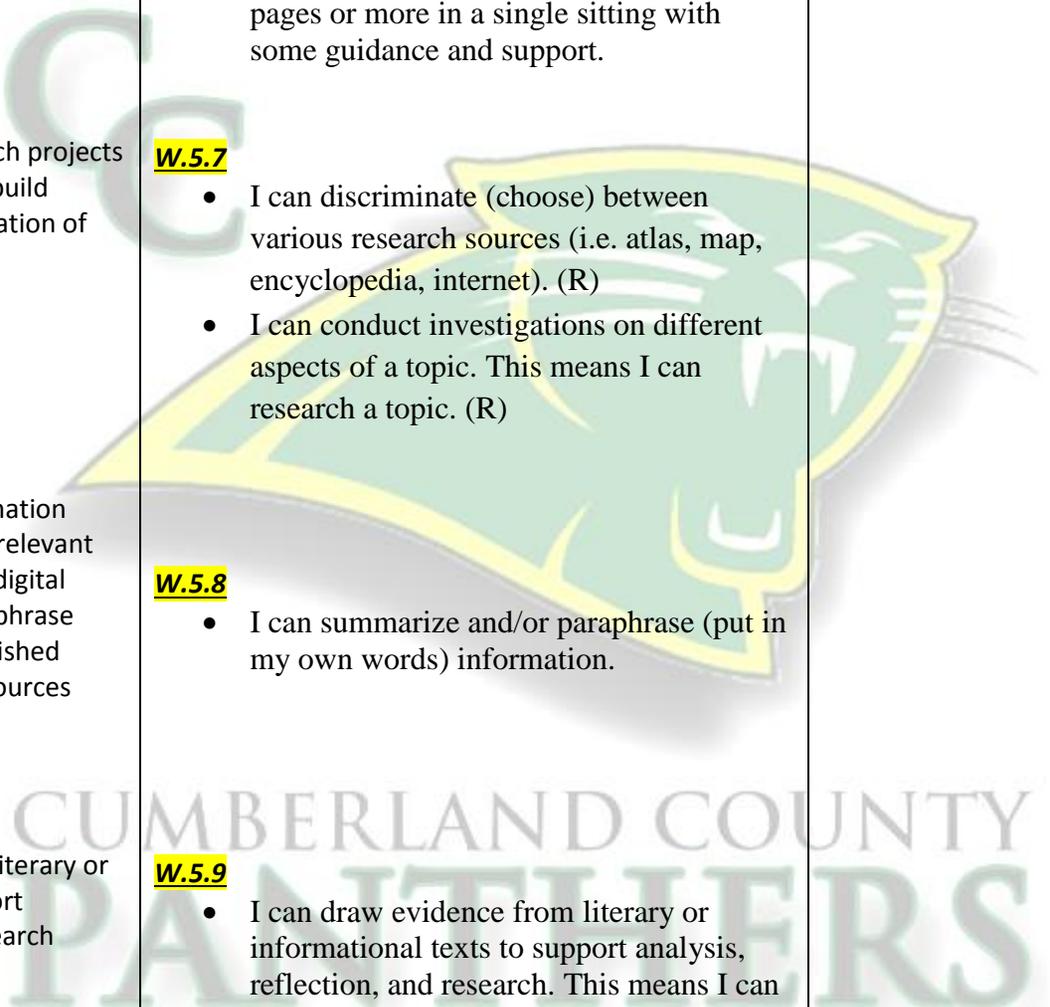
Benchmark Assessment 2

Instructional Timeline: Section 2 Weeks 10-18

Topic(s): Informational Writing, Passage Based Writing, Common Core Language Review

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>W.5.2</p> <ul style="list-style-type: none"> I can write an informative/explanatory text. This means I can introduce a topic, develop the topic, link ideas, use appropriate vocabulary, and conclude the topic. 	<ul style="list-style-type: none"> Formatting structure Observation Focus Multimedia Precise Domain specific vocabulary

<p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p>	<p>W.5.4</p> <ul style="list-style-type: none"> • I can produce a writing piece that is clear and cohesive (connected) with organization appropriate to task, purpose and audience. <p>W.5.5</p> <ul style="list-style-type: none"> • I can strengthen my writing using the steps in the writing process, with guidance and support from peers and adults. This means I can plan, revise, edit, rewrite, and try new approaches. <p>W.5.6</p> <ul style="list-style-type: none"> • I can use technology, including the Internet, to produce and publish writing with some guidance and support. (S) • I can use technology to communicate and collaborate with others with some guidance and support. (S) 	<ul style="list-style-type: none"> • Research • Central question • Source
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<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<ul style="list-style-type: none"> • I can use keyboarding skills to type two pages or more in a single sitting with some guidance and support. <p>W.5.7</p> <ul style="list-style-type: none"> • I can discriminate (choose) between various research sources (i.e. atlas, map, encyclopedia, internet). (R) • I can conduct investigations on different aspects of a topic. This means I can research a topic. (R) <p>W.5.8</p> <ul style="list-style-type: none"> • I can summarize and/or paraphrase (put in my own words) information. <p>W.5.9</p> <ul style="list-style-type: none"> • I can draw evidence from literary or informational texts to support analysis, reflection, and research. This means I can use key details to support my understanding of a text. (R) 	 <p>CUMBERLAND COUNTY PANTHERS</p>
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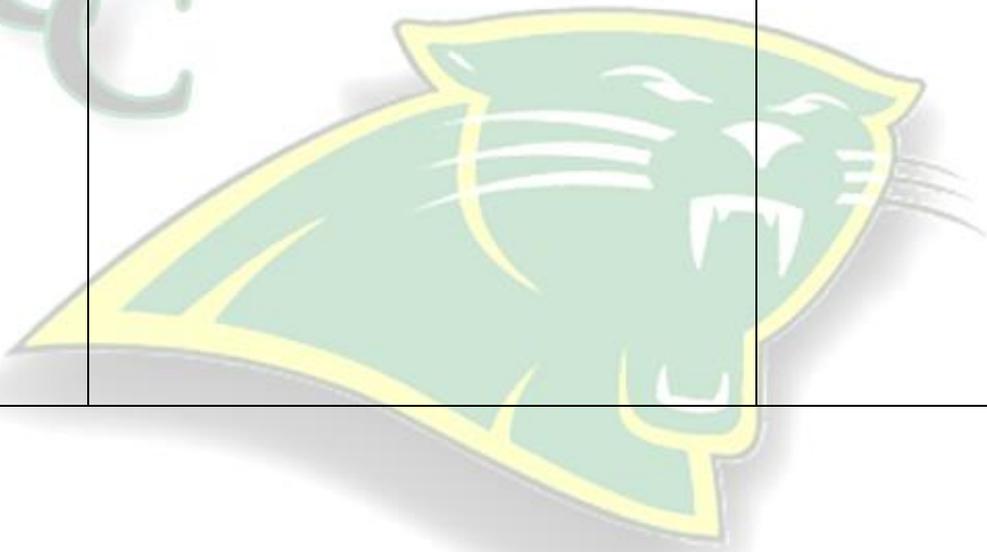
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language standards:

- L.5.1
- L.5.2
- L.5.3
- L.5.4
- L.5.5
- L.5.6

W.5.10

- I can recognize that different writing tasks required varied time frames to complete



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Benchmark Assessment 3

Instructional Timeline: Section 3 Weeks 19-31

Topic(s): Narrative Writing, Passage Based Prompts, Common Core Language Review

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated</p>	<p>W.5.3</p> <ul style="list-style-type: none"> • I can explain how the sequence of events affects the story's conclusion. (K) • I can explain how the transitional words, phrases, and clauses advance the sequence of events. (K) • I can describe narrative techniques such as dialogue, description, pacing, etc. (K) • I can write a narrative piece through the writing process. This means I can develop characters, use transitions, use dialogue, and use sensory details. (P) 	<ul style="list-style-type: none"> • Narrative • Narrator • Sequence • Concrete words • Sensory detail • Transitions • Conclusion

<p>experiences or events.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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</p>	<p>W.5.4</p> <ul style="list-style-type: none"> • I can produce a writing piece that is clear and cohesive (connected) with organization appropriate to task, purpose and audience. (P) • I can produce a writing piece that is clear and cohesive (connected) with organization appropriate to task, purpose and audience. (P) <p>W.5.5</p> <ul style="list-style-type: none"> • I can strengthen my writing using the steps in the writing process, with guidance and support from peers and adults. This means I can plan, revise, edit, rewrite, and try new approaches. <p>W.5.6</p> <ul style="list-style-type: none"> • I can use technology, including the Internet, to produce and publish writing with some guidance and support. (S) • I can use technology to communicate and collaborate with others with some guidance and support. (S) 	<ul style="list-style-type: none"> • Summarize • Paraphrase • Source
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<p>of two pages in a single sitting.</p> <p>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.</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language standards: L.5.1 L.5.2</p>	<ul style="list-style-type: none"> I can use keyboarding skills to type two pages or more in a single sitting with some guidance and support. (S) <p>W.5.10</p> <ul style="list-style-type: none"> I can recognize that different writing tasks required varied time frames to complete. <p>W.5.8</p> <ul style="list-style-type: none"> I can summarize and/or paraphrase (put in my own words) information. <p>W.5.9</p> <ul style="list-style-type: none"> I can draw evidence from literary or informational texts to support analysis, reflection, and research. This means I can use key details to support my understanding of a text. (R) 	<ul style="list-style-type: none"> Analysis Reflection Research
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L.5.3		
L.5.4		
L.5.5		
L.5.6		

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Benchmark Assessment None

Instructional Timeline: Section 4 Weeks 32-36

Topic(s): Kprep Review

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
Review of all writing and language standards	Differentiated groups according to KPREP Scrimmages and live scoring. Student work will be analyzed and areas of strengths/weaknesses will be identified in order to move students up a performance cell.	

