

**Strategic Writing Plan- Jackson-Madison County Schools
Grade Level: Fifth Grade**

Ongoing Expectations:

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

First Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Prewriting: Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing CFU 0501.3.10	Identify the audience for which a text is written SPI 0501.3.1	Write for a variety of purposes and to a variety of audiences GLE 0501.3.1		Develop a note taking system that includes important concepts, paraphrases, summaries, and identification of reference sources CFU 0501.4.7	
		Determine an audience CFU 0501.3.1	Identify the purpose for writing SPI 0501.3.2	Practice writing stories Write a descriptive essay within a specified time CFU 0501.3.3			
			Complete a graphic organizer SPI 0501.3.13	Write short answers in response to comprehension questions across the curriculum CFU 0501.3.8			
			Drafting: Select details that support a topic sentence SPI 0501.3.7	Write a paragraph with a topic sentence, supporting details, and a concluding sentence CFU 0501.3.14			
		Use appropriate time-order or transitional words and phrases CFU 0501.3.17	Revising: Rearrange sentences to form a sequential, 1 st Nine Weeks Cont.				

		coherent paragraph SPI 0501.3.6				
		Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph SPI 0501.3.9				

Second Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing (Continued) CFU 0501.3.10	Drafting: Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample SPI 0501.3.10	Write an essay to compare and contrast two persons, places, things, or ideas CFU 0501.3.5		Discern and use appropriate reference sources in various format (e.g. interviews, encyclopedia, card/electronic catalog, almanacs, magazines, and newspapers) CFU 0501.4.2	Select appropriate sources from which to gather information on a given topic SPI 0501.4.4
			Select appropriate concluding sentences for a well-developed paragraph SPI 0501.3.5	Write short answers in response to comprehension questions across the curriculum CFU 0501.3.8		Use current technology as a research and communication tool for personal interest, research, and clarification CFU 0501.4.3	
		Revising: Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information CFU 0501.3.19	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph SPI 0501.3.3				
		Select and refine a topic CFU 0501.3.12	Select vivid and active words for a writing 2 nd Nine Weeks cont. Sample SPI 0501.3.8				
		Publishing: Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating					

	one's own writing and the writing of others CFU 0501.3.21					
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Third Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Prewriting: Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing (Continued) CFU 0501.3.10	Prewriting: Complete a graphic organizer organizing material collected from text or technological sources SPI 0501.4.3	Write a story. Write a descriptive essay within a specified time CFU 0501.3.3		Make written responses to literature studied (e.g. critique, journal group project) CFU 0501.3.6	Identify information that should or should not be included in a citation SPI 0501.4.2
			Revising: Identify the sentence irrelevant to paragraph's theme or flow SPI 0501.3.4	Write poems, stories, and essays based upon personal reflections CFU0501.3.4		Use resources (e.g. dictionary, thesaurus, computer) to aid in the writing process CFU 0501.3.20	
			Rearrange paragraphs in a narrative writing selection in sequential and chronological order SPI 0501.3.11	Write a critique Write a journal entry Create a group project in response to literature studied CFU 0501.3.6		Collect, organize, determine reliability, and use information researched GLE 0501.4.2	
		Editing: Use resources (e.g. dictionary, thesaurus, computer) to aid in the writing process CFU 0501.3.20	Editing: Select an appropriate title that reflects the topic of a written selection SPI 0501.3.12	Write short answers in response to comprehension questions across the curriculum CFU 0501.3.8		Gather and record information on a research topic using three different sources, at least one of which must be a print source CFU 0501.4.4	
		Publishing: Use technology to publish and present CFU 0501.3.22		Create a variety of writing samples using correct page format paragraphs, margins, indentions, title) CFU 0501.3 18		Organize information from text or technological sources using a graphic organizer CFU 0501.4.6	

			Write a research report citing the resources used GLE 0501.4.3		Cite three or more sources, including the title, author, and page numbers CFU 0501.4.10	
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Fourth Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing (Continued) CFU 0501.3.10		Write for a variety of purposes to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge CFU 0501.3.2		Make written responses to literature studied (e.g. critique, journal group project) CFU 0501.3.6	Identify the most reliable information sources available for preparing a research report SPI 0501.4.1
		Revising: Construct an outline with main ideas and supporting details CFU 0501.3.11		Write a story Write a descriptive essay within a specified time CFU 0501.3.3		Conduct research to access and present information GLE 0501.4.1	
		Define and narrow a topic for research CFU 0501.4.1		Write a critique and a journal entry Create a group project in response to literature studied CFU 0501.3.6		Present the research results in a written report, citing the resources used GLE 0501.4.3	
		Editing: Use correct page format (e.g. paragraphs, margins, indentions, title) CFU 0501.3.18		Create a well-developed story Write a passage summary Write a personal reflection Write an imaginative narrative CFU 0501.3.7		Evaluate and determine the reliability of sources on a given topic CFU 0501.4.5	
		Publishing: Identify and explore opportunities for publication (e.g. local/national contests, Internet websites, newspapers, periodicals, school displays) CFU 0501.3.23		Write short answers in response to comprehension questions across the curriculum		Write a research report using and citing three or more sources CFU 0501.4.8	
				Examine multi-paragraphed samples of writing to complete a Venn diagram CFU 0501.3.13		Distinguish between necessary and unnecessary bibliographical information (information	

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					that should or should not be included in a citation) CFU 0501.4.9	
			Write a research report citing the resources used GLE 0501.4.3			

