Unit Title: Writing a Narrative  
Grade Level: 5  
Timeframe: 5 weeks  

Unit Overview: This six-week unit encourages students to take risks with language and to explore their personal writing style. Students will produce short term and long term personal narratives and written responses to literature (summary, open-ended questions), building upon geographical and cultural connections from Social Studies and Science content. Students will complete long and short term narrative pieces. A long term narrative piece should take a few weeks to develop. Narratives must introduce a character, utilize dialogue, and discuss the character’s response to situations. Students will develop information linked to being a good writer and what it means to write for the purpose of entertainment. They will recognize that authors write narratives, or stories, to entertain and/or teach life lessons. In order to write narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed and tracked throughout the unit to ensure students are progressing. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.  

Enduring Understandings/Essential Questions

Enduring Understandings

- Narratives are carefully structured depictions of diverse human experiences.
- Character development is central to the development of narrative writing.
- Narrative writing conveys meaning through deliberate use of literary elements and narrative techniques.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
• Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and timeframe.
• Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Essential Questions
• How do I effectively engage the reader in what I am writing?
• What are the key elements I must incorporate in my writing to write a successful narrative?
• Why do people tell and write imagined stories?
• How do writers craft engaging and vivid narratives?
• How does figurative language play a part in the development of a narrative story?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.

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 type are defined in standards 1–3 above.)

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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
   a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a
drama, drawing on specific details in the text [e.g., how characters interact]).

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.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
   d. Recognize and correct inappropriate shifts in verb tense.*
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.

21st Century Skills Standard and Progress Indicators:
   • Think Creatively and brainstorm writing ideas/topics.
   • Reason Effectively
   • Solve Problems
   • Communicate Clearly
   • Work Collaboratively

Instructional Plan
**Academic Vocabulary – Mini Lessons**

Narrative Characteristics
Two Column Notes
Short Story
Drawing Conclusions
Figurative Language
Writing Process
Gallery Walk
Sensory Words
Descriptive Details
Perfect Tense
Correlative Conjunctions
Sentence Fluency
Conferencing
Narrative Writing
Compare and Contrast
Comparative Analysis
Citing Textual Evidence
Three Column Notes
Characterization
Character Development
Anchor Text
Dialogue
Sequence of Events
Transition Words
Ink Think Pair
Pair Share
Similes
Metaphor

**Students will ...**

- Brainstorm potential topics and narrow focus for their fictional narrative (creative story). (W.5.3)
- Use an outline or graphic organizer to plan and organize ideas about writing. (W.5.5)
- Demonstrate the ability to write over various lengths of time, create a fictional narrative establishing a plot or conflict, setting, characters, using a consistent point of view. (W.5.3.a, W.5.10)
• Follow a plot structure with clear exposition, rising action, climax, falling action, and resolution. (W.5.3.a)
• Organize narrative writing into paragraphs, and use effective transitions based on changes in action, dialogue, time and place. (W.5.3.c, d; L.5.6)
• Elaborate main events and ideas by adding thoughts and feelings, dialogue, and description. (W.5.3.b,d; W.5.4)
• Write a compelling lead and satisfying closing, trying a variety of strategies. (W.5.3.a,e)
• Using technology, produce a clear published copy of narrative through the use of word processing (W.5.6)
• Demonstrate the use of figurative language within narrative (L.5.5.a,b)
• Use vivid verbs and sensory details. (W.5.3.d; L.5.1.c, d; L.5.6)
• Attempt compositional risks within the narrative. (W.5.3)
• Receive and incorporate feedback on their writing from their peers and teacher. (W.5.5)
• Review, revise, and edit their work for sentence construction, spelling, capitalization, punctuation, usage, and clarity. (W.5.5, L.5.1, L.5.2, L.5.3, L.5.4.c)
• Engage in collaborative small and whole group discussions about narrative writing modeling respected and established expectations. (SL.5.1)
DAY 1
SWBAT understand what the characteristics of a narrative are by taking notes and orally reviewing the key elements of a narrative writing piece.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| WW | Students Take Notes  
| • Characteristics of a Narrative  
| Guided Reading  
| • Graphic Organizer (Two Column Notes)  
| | • Characteristics of a Narrative Notes  
| • Writing Notebook with Teacher Feedback  
| • Graphic Organizer  
| (Two Column Notes)  
| • Oral Review & Discussion  
| | • The teacher will give an overview of what a Narrative is, what it includes and the purpose of narratives.  
| • Students will record in their writers notebook the key elements associated with narratives.  
| • The teacher will give students a sheet with the key elements of a narrative listed in the left column and students will record information from the text (during Guided Reading) in the right column that is supporting evidence.  
| • Students will participate in an oral review and discussion of narrative writing and how the guided reading in a depiction of narrative writing based on their supporting evidence.  
| • Elements of A Narrative Two Column Notes Graphic Organizer  
| Key Elements | Definition/Example |
| Setting |  
| Character |  
| Plot |  
| Conflict |  
| Climax |  
| Resolution |  

Fifth Grade Writing Unit Plan 3
### DAY 2
SWBAT synthesize information from a story that was covered in readers workshop and compose a two paragraph continuation to the story (rough draft).

**W.5.1.c** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

#### Teacher Notes:
- Drafting a Short Story
- Graphic Organizer to Organize Thinking
- Important Key Story Elements
- Drawing Conclusion from Textual Evidence

#### Literacy & Language Guide:
- Lesson 1 Short Story – Mini Lesson 2 Drafting a Story pages 272-273 can be used as a resource for notes and guidance
- Review with students in the mini lesson what it means to complete a story and give it a new ending by utilizing existing information for guidance.
- Students will complete a graphic organizer where they begin to map out the new ending to their story by analyzing story elements and information.
- Students will begin drafting their new ending.

#### Elements Of the Story
Directions: In the space provided below, explain the major elements of the story.

**Title of Story:** ______________________

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rising Action</th>
<th>Solution</th>
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<tbody>
<tr>
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</table>

*This printable graphic organizer is from [www.teach-nology.com](http://www.teach-nology.com)*
### DAY 3

SWBAT engage in the writing process as they revise and edit their rough draft from the previous day to incorporate figurative language into their piece.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.

<table>
<thead>
<tr>
<th>WW</th>
<th>Students Take Notes</th>
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<tbody>
<tr>
<td></td>
<td>• Figurative Language</td>
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<td></td>
<td>Teacher Models</td>
</tr>
<tr>
<td></td>
<td>• Figurative Language</td>
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</tbody>
</table>

Students infuse figurative language into their writing piece.

- Figurative Language Notes
  - Writing Notebook with Teacher Feedback
  - Conferencing
  - Rough Draft

- Teacher gives a mini lesson and notes on figurative language.
- Students take part in a guided practice where they highlight the text for figurative language examples.
- Students will conference with the teacher on a rotating basis about their writing.
- While students are rotating to conference with the teacher the rest of the class is working on their rough draft in order to infuse figurative language into their writing.
- Teacher should use the PARCC Rubric for scoring and conferencing
  
  [http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf)
**DAY 4**

SWBAT critique their own writing as well as the writing of their peers as they work through the writing process to finalize their story continuation with a focus on expanding/combining sentences.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

<table>
<thead>
<tr>
<th>WW</th>
<th>Teacher Models</th>
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<tbody>
<tr>
<td></td>
<td>• Revising &amp; Editing</td>
</tr>
<tr>
<td></td>
<td>• Expanding/Combining Sentences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WW</th>
<th>Conferencing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Final Draft</td>
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<td></td>
<td>• Gallery Walk</td>
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</tbody>
</table>

- Teacher gives a mini lesson and notes on the revising and editing process.
- Teacher reviews sentence structure and how to combine sentences to create a smooth flow within the writing.
- Students will conference with the teacher on a rotating basis about their writing.
- Students create their final draft of their new story ending.
<table>
<thead>
<tr>
<th>DAY 5</th>
<th>Teacher Notes</th>
<th>Sensory/Descriptive Details Notes</th>
<th>Sensory/Descriptive Details Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT critique the importance of sensory/descriptive details as they reflect back on a piece of reading from readers workshop and create their own piece of writing utilizing those details.</td>
<td>• Sensory/Descriptive Details</td>
<td>• Writing Notebook with Teacher Feedback</td>
<td></td>
</tr>
<tr>
<td>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>• Highlight Sensory/Descriptive Details</td>
<td>• Highlighted Text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students create a descriptive writing piece rough draft. The rough draft should be a minimum of three paragraphs in length.</td>
<td>• Rough Draft Minimum of three paragraphs in length</td>
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<td>• Review with students in the mini lesson what it means to use sensory and descriptive details within their writing.</td>
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<td>• Students analyze a piece of writing and highlight examples of sensory/descriptive details.</td>
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<td>• Students utilize the sensory/descriptive details as they draft a piece of their own writing that is descriptive.</td>
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</tbody>
</table>
**DAY 6**

SWBAT analyze and critique student writing as they exchange papers with another student and partake in the writing process followed by revising their work.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

<table>
<thead>
<tr>
<th>WW</th>
<th>Teacher Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revise &amp; Editing Anchor Chart</td>
</tr>
<tr>
<td>Peer Conferencing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students Exchange Sensory/Descriptive Detail Rough Drafts</td>
</tr>
</tbody>
</table>

- **Peer Conferencing Notes**
  - Writing Notebook with Teacher Feedback
  - Final Draft Polished Piece

- Review with students in the mini lesson what it means to conference with one another and give critical feedback. You may want to create an anchor chart for students to follow in order to keep them focused and accountable for the acidity.
- Students analyze a piece of writing for sensory/descriptive details.
- Students utilize the feedback and peer conferencing protocol sheet that includes information about their writing to compose a final draft of their sensory/descriptive details writing piece.
- Anchor Chart
**DAY 7**

**SWBAT** establish a situation by describing the characters and the challenge in the story through the perspective of the storyteller.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

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

<table>
<thead>
<tr>
<th>WW</th>
<th>Students Take Notes</th>
<th>Character Development Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Characters</td>
<td>• Writing Notebook with Teacher Feedback</td>
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<td></td>
<td>Model Writing</td>
<td>• Narrative Rough Draft</td>
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<td></td>
<td>• Teacher models an introduction that is focused on character development</td>
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<td></td>
<td>Students create an introduction to a personal narrative with a focus on the setting.</td>
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</table>

- **Literacy & Language Guide**: Lesson 4 Fictional Narrative
  - Prewriting – Mini lesson 8 Using a Story Map & Mini Lesson 9 Planning Characters & Events page 278-279 can be used as a resource for notes and guidance
  - Review with students in the mini lesson what it means to create a character within their writing.
  - Teacher models a writing sample where a character is created that will be further developed within their writing piece.
  - Students create an introduction to their narrative writing piece.
  - Students can use the following graphic organizer to help organize their thinking. [http://www.scholastic.com/teachers/lesson-plan/char-sheet-and-traits-list](http://www.scholastic.com/teachers/lesson-plan/char-sheet-and-traits-list)
<table>
<thead>
<tr>
<th>DAY 8</th>
<th>WW</th>
<th>Readers Workshop</th>
<th>Narrative Rough Draft</th>
<th>Literacy &amp; Language Guide: Lesson 3 Dialogue – Mini Lesson 5 Showing Characters’ Responses and Mini Lesson 6 Drafting Dialogue pages 276-277 can be used as a resource for notes and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Anchor Text that has Dialogue</td>
<td>Minimum of three paragraphs in length</td>
<td>Review with students in the mini lesson what the purpose is for including dialogue within their writing and how this aides in the development of the character and the story as a whole.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students review reading with a focus on dialogue</td>
<td></td>
<td>Teacher models a writing sample where dialogue is created within a piece of writing.</td>
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<tr>
<td></td>
<td></td>
<td>Model Writing</td>
<td></td>
<td>Students continue writing their narrative piece as they embed writing within the piece.</td>
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<tr>
<td></td>
<td></td>
<td>• Embed dialogue into writing</td>
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<tr>
<td></td>
<td></td>
<td>Students continue writing their narrative with dialogue embedded into the content.</td>
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<tr>
<td>SWBAT develop their writing by using the character's words, authors create thoughts and feelings which give insight into the character and help the reader connect to the story.</td>
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<tr>
<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.</td>
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<tr>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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**Do you know the rules for writing dialogue?**

- Use quotation marks around what a character says.
- Capitalize the first word of what the person says.
- Place ending punctuation inside the quotation marks.
- Each time a person speaks, begin a new paragraph.

**Sally said, “It's a beautiful day.”**

- Split quote - 1st part
  - Use quotation marks around what is said
  - Capitalize the first letter of the quote
  - Put a comma at the end inside the quotation marks
  - “It's so beautiful.”

- Split quote - 2nd part
  - Use quotation marks around what is said
  - Do not capitalize the first letter
  - Put ending punctuation inside quotation marks
  - Said Sally, “maybe I will walk.”

**There are rules for writing dialogues?**

- Tag use a comma after the tag
  - Tag a identity of speaker (Sam said)

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Fifth Grade Writing Unit Plan 3
### DAY 9

**SWBAT** design their writing to be inclusive of transitional words, phrases and clauses to show a change in time or place and sequence of events.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

| WW | Students Take Notes  
- Sequence of Events  
- Transition Words  

Read Aloud  
- Students record the sequence of events from the story  
- White Board Activity  

Ink Think Pair  
- Students work together to generate a list of transition words  

Students work on narrative piece to ensure they have transitional phrases to delineate sequence of events in their short story.  

|  | Sequence of Events Notes  
- Writing Notebook with Teacher Feedback  
- Read Aloud Notes Sequence of Events  
- White Board Activity  
- Pair Share Transition words  
- Narrative Rough Draft  
- Minimum of three paragraphs in length  

|  | **Literacy & Language Guide:** Lesson 19 Personal Narrative Prewriting – Mini Lesson 38 Planning Events in Order pages 308-309 can be used as a resource for notes and guidance  
|  | Review with students in the mini lesson how stories follow a sequential order to guide the reader through their writing and how the use of transitional words and phrases aide in this process.  
|  | While the teacher conducts a Read Aloud students record on a white board the order of the main events that transpire.  
|  | Students work collaboratively to create transitional words and phrases that they can utilize within their writing.  
|  | Students work on their rough draft to ensure that they have incorporated transitional words and phrases and their writing unfolds in a logical sequential sequence of events  
|  | **Anchor Chart**

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**Transition Terms**

<table>
<thead>
<tr>
<th>Add to</th>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition</td>
<td>Likewise</td>
<td>However</td>
</tr>
<tr>
<td>Furthermore</td>
<td>Similarly</td>
<td>Nevertheless</td>
</tr>
<tr>
<td>Moreover</td>
<td>Comparatively</td>
<td>At the same time</td>
</tr>
<tr>
<td>Additionally</td>
<td>Too</td>
<td>Yet</td>
</tr>
<tr>
<td>Next</td>
<td>Also</td>
<td>In contrast</td>
</tr>
<tr>
<td>Lastly</td>
<td>As well as</td>
<td>Otherwise</td>
</tr>
<tr>
<td>Also</td>
<td>Along with</td>
<td>Instead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
<th>Example</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hence</td>
<td>For example</td>
<td>Then</td>
</tr>
<tr>
<td>Therefore</td>
<td>For instance</td>
<td>Next</td>
</tr>
<tr>
<td>In conclusion</td>
<td>To illustrate</td>
<td>Meanwhile</td>
</tr>
<tr>
<td>In other words</td>
<td>To demonstrate</td>
<td>Presently</td>
</tr>
<tr>
<td>As a result</td>
<td>Specifically</td>
<td>After</td>
</tr>
<tr>
<td>Accordingly</td>
<td>An illustration</td>
<td>Later</td>
</tr>
<tr>
<td>Thus</td>
<td>An example</td>
<td>Simultaneously</td>
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</tbody>
</table>
**DAY 10**

SWBAT apply concepts related to sensory words and phrases in order to strengthen their narrative writing.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

<table>
<thead>
<tr>
<th>WW</th>
<th>Students Take Notes</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Sensory Words</td>
<td>Sensory Words</td>
</tr>
<tr>
<td></td>
<td>Descriptive Details</td>
<td>Writing Notebook with Teacher Feedback</td>
</tr>
<tr>
<td>Model Writing</td>
<td>Teacher models writing a paragraph with sensory words</td>
<td>Descriptive Details</td>
</tr>
<tr>
<td></td>
<td>Students exchange their narrative writing pieces and make suggestions for sensory details.</td>
<td>Writing Notebook with Teacher Feedback</td>
</tr>
</tbody>
</table>

**Pair Share**

- Collaborative Work

**Formative Assessment**

Narrative Writing Piece

- Should have a minimum of 3-4 sensory words
- During pair share 3 descriptive details should be added

- **Literacy & Language Guide**: Mini Lesson 116 Using Details and Dialogue page 359 can be used as a resource for notes and guidance
- Review with students in the mini lesson what it means to use sensory and descriptive details within their writing.
- Students exchange papers to make suggestions and mark the text as to where sensory/descriptive writing or dialogue can be infused into the piece.
- Students utilize the sensory/descriptive details as they draft a piece of their own writing that is descriptive.
- Teacher should use the PARCC Rubric for scoring and conferencing
  [http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf)
<table>
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<tr>
<th>DAY 11</th>
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<tbody>
<tr>
<td><strong>SWBAT</strong> synthesize information from their narrative writing in order to create a concluding paragraph to their writing piece.</td>
</tr>
</tbody>
</table>

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. Provide a conclusion that follows from the narrated experiences or events.

| **WW** | **Students Take Notes**  
• Characteristics of a good conclusion  
  Analyze Writing  
• Teacher Reviews a Piece of Writing with Students  
  Students take part in the writing process and select their piece that will become their narrative piece and begin drafting a conclusion. | **Conclusion Notes**  
➢ Writing Notebook with Teacher Feedback  
➢ Participation in Writing Analysis  
➢ Conclusion Rough Draft  
➢ Teacher feedback on conclusion and rough draft. | **Review with students during the mini lesson the purpose of the conclusion and how it can either end as a cliff hanger or it brings closure to all the events that have unfolded within the story.**  
**Enable students to focus their attention on the conclusion to a story by selecting something that was read during an earlier time within the class during either readers or writers workshop. Analyze the conclusion by marking up the text and making notes as to strong characteristics to the conclusion.**  
**Students draft a conclusion to their narrative writing piece.**  
**By this point the narrative writing piece that they are planning to use should be five paragraphs long.**  
**Teachers should be utilizing the PARCC rubric and conferencing with students about their rough draft and giving feedback.** |
**DAY 12**

**SWBAT revise and edit their first draft of their narrative writing piece with a focus on verb tense and word choice.**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

Teacher Review
- Perfect Tense
- Word Choice

Teacher Models Editing for Verb Tense & Word Choice
- Perfect Tense
- Word Choice

Students make revisions to their writing with a focus on perfect verb tense. (I had walked; I have walked; I will have walked) as well as word choice.

- Perfect Verb Tense Notes
  - Writing Notebook with Teacher Feedback
- Word Choice
  - Writing Notebook with Teacher Feedback
- Rough Draft Revisions with a focus on Perfect Tense

- **Literacy & Language Guide:** Mini Lesson 74 Understanding Word Choice page 338 can be used as a resource for notes and guidance
- Review with students during the mini lesson the perfect tense and how word choice impacts the readers understanding.
- Students participate in the teacher modeling portion of the lesson as they see a demonstration of how to make their writing come to life by altering specific words and verb tenses.
- Students make revisions to their rough draft narrative writing piece.

![Perfect Tense Verbs](image)

![Descriptive Words](image)

*Shouted* *Screamed* *Demanded* *Told* *Whispered* *Sighed* *Laid* *Joked* *Remarked* *Begged* *Asked* *Wondered* *Shrieked* *Teased*
<table>
<thead>
<tr>
<th>DAY 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT formulate their writing so that they have consistent verb tense shifts and correlative conjunctions and sentence fluency throughout their narrative writing piece.</td>
</tr>
</tbody>
</table>

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

d. Recognize and correct inappropriate shifts in verb tense.*
e. Use correlative conjunctions (e.g., either/or, neither/nor).

### Teacher Review
- Verb Tense
- Correlative Conjunctions
- Sentence Fluency

### Peer Editing
- Students exchange papers and participate in peer editing for verb agreement.

### Peer Conferencing
- Students discuss and give feedback to their partner based on necessary revisions.

### Writing Notebook with Teacher Feedback

**Literacy & Language Guide:** Mini Lesson 75 Introducing Sentence Fluency & Mini Lesson 76 Checking Sentence Fluency page 339 can be used as a resource for notes and guidance.

- Review with students during the mini lesson how verb tense impacts sentence fluency.
- Students participate in peer editing and conferencing to strengthen one another’s writing and deepen their understanding of verb tenses and sentence fluency.
- Students make revisions to their rough draft narrative writing piece.

## Sentence Fluency Post-It

Rank these five skills against each other, from 5 (highest) 1 (lowest):

- My sentences mostly begin with different words.
- I use both simple and complex sentences.
- I use a variety of transitional words and phrases.
- Sentence structures that might surprise the reader add voice.
- I add rhythm to my sentences with prepositional phrases and similar writer’s tools.
**DAY 14**

SWBAT critique their writing to ensure that it follows the writing conventions related to punctuation and capitalization.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a comma to separate an introductory element from the rest of the sentence.

<table>
<thead>
<tr>
<th>Teacher Review</th>
<th>Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation &amp; Capitalization</td>
<td>Completion of Rough Draft</td>
</tr>
</tbody>
</table>

White Board Activity
- Punctuation & Capitalization

Teacher Conferencing
- Punctuation

Students are finishing their rough drafts so they can begin typing their final draft on day 15.

- **Literacy & Language Guide**: Mini Lesson 77 Introducing Conventions & Mini Lesson 78 Editing for Conventions page 340 can be used as a resource for notes and guidance
- Review with students during the mini lesson writing conventions.
- Students participate in a white board activity where they correct sentences for punctuation and capitalization.
- Students make revisions to their rough draft narrative writing piece.
- While students are making revisions to their rough drafts other students are conferencing with the teacher.

**Writer's Workshop Conference Notes**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Research
  - What are you working on today as a writer?
  - How's it going?
  - What have you been doing to make your writing stronger?
  - What are you planning to do next?
  - Who might this story be for?

- Compliment
  - You did something good writers do (strategy)
  - Good writer _____, and you did that right here.
  - The reasons why writers use this strategy is because...

- Guided Practice
  - How can I try?
  - Can you look in your piece and see how you can rewrite?

- Teaching Point
  - What can you remember when you write?
  - When do this it helps the reader...
  - Now whenever you write, remember to...
**DAY 15**

**SWBAT** apply concepts learned related to writing a well-organized narrative as they begin typing up their writing piece.

**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 type are defined in standards 1–3 above.)

<table>
<thead>
<tr>
<th>WW</th>
<th>Teacher Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review progress and clarify questions and concerns</td>
</tr>
</tbody>
</table>

Students begin typing their narrative writing piece.

### Conferencing
- Completion of Rough Draft

- Students are working on publishing their final draft.
- While students are typing their final students are conferencing with the teacher.

---

**DAY 16**

**SWBAT** synthesize information related to writing a narrative as they finish typing up their writing piece.

**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 type are defined in standards 1–3 above.)

<table>
<thead>
<tr>
<th>WW</th>
<th>Teacher Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review progress and clarify questions and concerns</td>
</tr>
</tbody>
</table>

Students finish typing their narrative writing piece.

### Conferencing
- Completion of Published Piece

- Students are working on publishing their final draft.
- While students are typing their final students are conferencing with the teacher.
- Teacher should use the PARCC Rubric for scoring and conferencing
  
  [http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf)
DAY 17

SWBAT analyze one another’s narrative writing piece as demonstrate their ability to conference with peers and take part in the editing process associated with the writing process.

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.

Teacher Review
- Gallery Walk

Gallery Walk
- Students give feedback on revising, editing, or suggestions to strengthen the writing.

Students take peer feedback and complete their polished piece.

Peer Editing
- Gallery Walk
- Polished Piece

- Teacher reviews the gallery walk procedure. While looking at each paper students should use sticky notes that delineate the following: two positive comments and one comment on each student’s paper for an area where they would like to see them improve their work.

- Students have the opportunity to utilize feedback to make last minute revisions on the computer before printing their final piece.

- The class debriefs based upon the gallery walk and overall experience as part of the revising and editing processes.

Peer Editing Checklist

<table>
<thead>
<tr>
<th>Are the title main words capitalized?</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the title fit the piece?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are paragraphs used to organize information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the introduction effective?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Is the main idea clear, with a sense of purpose?</td>
<td></td>
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<tr>
<td>Is information placed in logical order?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is there enough supporting evidence?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the writer stay on topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the writing interesting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the word choice appropriate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does each sentence begin with a capital letter?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does each sentence end with a proper punctuation?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is each sentence a complete thought?</td>
<td></td>
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</tr>
<tr>
<td>Are there any spelling errors? (underline please)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there other words that should be capitalized?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are plurals and possessives correct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are quotation marks used correctly?</td>
<td></td>
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</tr>
<tr>
<td>Is the conclusion effective and relevant?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is written text well organized on paper?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Place of writing is the required length.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piece of writing has a title.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Best parts of this piece of writing:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas needing more work:</td>
<td></td>
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</tbody>
</table>

*Write on the back if you need more space for “best parts” and “areas that need work.”*
**DAY 18**

SWBAT analyze pieces of narrative writing text in order to compare and contrast characters.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
<th>WW</th>
<th>Literacy &amp; Language Guide: Mini Lesson 97 Understanding the Compare and Contrast Essay Mini Lesson 98 Organizing a Compare and Contrast Essay on page 350 can be used as a resource for notes and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compare &amp; Contrast Notes</td>
<td>• Complete &amp; Contrast Notes</td>
<td>• Review with students in the mini lesson what it means to compare and contrast, utilize the text as support, and the expectation for the analysis pieces</td>
</tr>
<tr>
<td>• Comparative Analysis</td>
<td>• Writing Notes</td>
<td>• Students will be given two narrative writing pieces that their peers wrote to complete this activity</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>• Writing Notes with Teacher Feedback</td>
<td>• Students will complete a graphic organizer where they make a comparative analysis of a character from each one of the pieces. This graphic organizer can be a comparison map to get them started however; the next graphic organizer will require them to begin utilizing textual evidence</td>
</tr>
<tr>
<td>• Graphic Organizer</td>
<td>• Graphic Organizer</td>
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</tr>
</tbody>
</table>

**Comparison Map**

<p>| |</p>
<table>
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</tbody>
</table>
**DAY 19**

SWBAT assess text in order cite textual evidence that supports their comparative analysis of two different characters within narrative writing pieces.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact”].

| Teacher Notes: | Teacher Models | Students Complete | Citing Textual Evidence Notes | Model use of Graphic Organizer | Graphic Organizer for Comparative Analysis | Review with students in the mini lesson what it means to compare and contrast, utilize the text as support to analyze two different characters in two different pieces of writing.

- Introduce the tree column notes method to students so they can understand how to use specific examples from the text as evidence of characterization.
- Students complete the graphic organizer to demonstrate their ability to utilize textual evidence for their claims about a character.
### DAY 20

**SWBAT synthesize information based upon textual evidence as they construct a comparative character analysis based on two narrative writing pieces.**

**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.

<table>
<thead>
<tr>
<th>Teacher Notes</th>
<th>Comparative Analysis Notes</th>
<th>Rough Draft Comparative Piece</th>
</tr>
</thead>
</table>

**Literacy & Language Guide:** Mini Lesson 59 Drafting an Informational Essay on pages 330-331 can be used as a resource for notes and guidance.

- Review with students in the mini lesson what it means to compare and contrast based on using information from the text.
- Students create their rough draft of their comparison piece.
- Students could use the following graphic organizer for each piece in order to help them analyze each writing piece they are working with.

- http://www.teach-nology.com/worksheets/graphic/conmap/

![Concept / Event Map](http://www.teach-nology.com/worksheets/graphic/conmap/)

**Note:** This printable graphic organizer is from [www.teach-nology.com](http://www.teach-nology.com).
**DAY 21**

**SWBAT** apply writing concepts related to grammar, syntax, and punctuation as they work collaboratively on their comparative analysis piece.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

- **b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

<table>
<thead>
<tr>
<th>WW</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Revising &amp; Editing for the Purpose of Fluency</td>
</tr>
<tr>
<td></td>
<td>• Peer Revisions &amp; Editing</td>
</tr>
<tr>
<td></td>
<td>• First Draft of Comparative Piece</td>
</tr>
<tr>
<td></td>
<td>Teacher Conferencing</td>
</tr>
</tbody>
</table>

| • Look For List to use for Revising & Editing |
| • First Draft of Revisions & Editing |
| • **Literacy & Language Guide:** Mini Lesson 60 Revising an Informational Essay on pages 330-331 can be used as a resource for notes and guidance |
| • Review with students in the mini lesson what they should be looking for as they revise and edit by creating a look for checklist for them to utilize during the process |
| • Students complete their rough draft of their comparison piece |
| • Teacher conferences with students during the drafting and revising process to help them complete their final draft before publishing |

**INTRODUCTION**
- Does it begin with a hook that makes the reader want to keep reading?
- Is the purpose of the piece clear to the reader?
- If it's an essay, is a thesis included?

**BODY**
- Are there clear paragraphs (or breaks or stanzas) for the purpose?
- Does the order fit the purpose or is it confusing?
- If it’s an essay, does each paragraph begin with a topic sentence?
- Is there elaboration with details?

**CONCLUSION**
- Is it clear that the piece has come to an end?

**SENTENCES**
- Are the sentences well formed? Do they make sense?
- Are they different lengths? Do they start in different ways?
- Are there any fragments or run-ons? If so, fix them?

**VOCABULARY**
- Do the words seem natural? Do they fit?
- Are words used powerful, interesting, create vivid details and images?
- Are you using the correct forms of *were* which *which” “what”*

**CONVENTIONS**
- Are you making any apostrophe errors? (i.e. it's, who's, or whose, you're or you're, they're, their or there, we're, were or where)
- Are spelling, punctuation and capitalization correct?
- Do the typing and formal look good? Is it easy to read and follow? Is it 1.5 spaced, is it in 12-point font?
<table>
<thead>
<tr>
<th><strong>DAY 22</strong></th>
<th>WW</th>
<th>Publishing</th>
<th>Typed Final Draft Published Piece</th>
<th>Gallery Walk</th>
<th>WW Publishing Gallery Walk</th>
<th>Final Draft</th>
<th>Gallery Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT apply concepts related to developing a clear coherent writing piece as they type up their final draft of their comparative analysis utilizing peer and teacher feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Students are working on publishing their final draft.</td>
<td></td>
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<td></td>
<td></td>
<td>• While students are typing their final students are conferencing with the teacher.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Students participate in a gallery walk and critique of student work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAY 23</td>
<td>WW</td>
<td>Graphic Organizer to Organize Thinking</td>
<td>Graphic Organizer</td>
<td>Rough Draft</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Important Key Story Elements</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Drawing Conclusion from Textual Evidence</td>
<td></td>
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</tr>
</tbody>
</table>

W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

- **Literacy & Language Guide:** Lesson 1 Short Story – Mini Lesson 2 Drafting a Story pages 272-273 can be used as a resource for notes and guidance.
- Review with students in the mini lesson what it means to complete a story and give it a new ending by utilizing existing information for guidance.
- Students will complete a graphic organizer where they begin to map out the new ending to their story by analyzing story elements and information.
- Students will begin drafting their new ending.
## DAY 24

SWBAT apply concepts from the writing process as they revise and edit their rough draft from the previous day to incorporate similes or metaphors into their writing.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.

| WW | Students Take Notes
|    | • Similes
|    | • Metaphors
|    | Model Writing
|    | • Similes
|    | • Metaphors
|    | Students infuse similes or metaphors into their writing piece.
|    | • Similes & Metaphors Notes
|    | ➢ Writing Notebook with Teacher Feedback
|    | • Conferencing
|    | ➢ During conferencing students must add a minimum of three similes or metaphors into their writing piece.
|    | • Rough Draft
|    | ➢ This should be no less than 3 paragraphs in length.
|    | • Teacher gives a mini lesson and notes on utilizing similes and metaphors within their writing.
|    | • Students take part in a modeled writing activity where the teacher infuses similes and metaphors within the writing sample.
|    | • Students will conference with the teacher on a rotating basis about their writing.
|    | • While students are rotating to conference with the teacher the rest of the class is working on their rough draft in order to infuse similes and metaphors into their writing.
|    | • Teacher should use the PARCC Rubric for scoring and conferencing
|    | [http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%202019%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%202019%20Rubric%20Final.pdf)
**DAY 25**

SWBAT critique their own writing as well as the writing of their peers as they work through the writing process to finalize their story continuation with a focus on expanding/combining sentences.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Teacher Models**
- Revising & Editing
- Gallery Walk
- Polished Piece

**Conferencing**
- Final Draft
- Gallery Walk

- Teacher gives a mini lesson and notes on the revising and editing process.
- Students create their final draft of their new story ending.
- Students post their work up and participate in a gallery walk.
- Teacher should use the PARCC Rubric for scoring and conferencing

[http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf)

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**Peer Editing Checklist**

<table>
<thead>
<tr>
<th><strong>Peer Editing Checklist</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td></td>
<td>Editor:</td>
</tr>
<tr>
<td>Ask a question to elicit how your character feels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure the story has a clear beginning, middle, and end.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising &amp; Editing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery Walk</td>
<td></td>
<td></td>
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<tr>
<td>Polished Piece</td>
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</tr>
</tbody>
</table>

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**Listening, Speaking, Reading, Writing Activities**

- **Teacher Models**
  - Revising & Editing
  - Gallery Walk
  - Polished Piece

- **Teacher**
  - Teacher gives a mini lesson and notes on the revising and editing process.
  - Students create their final draft of their new story ending.
  - Students post their work up and participate in a gallery walk.
  - Teacher should use the PARCC Rubric for scoring and conferencing

[http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%2029%20Rubric%20Final.pdf)
<table>
<thead>
<tr>
<th>Title/Lesson</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 Short Story – Mini Lesson 2 Drafting a Story</td>
<td>Teacher’s Literacy and Language Guide Pages 272-273</td>
</tr>
<tr>
<td>Lesson 2 Description – Mini Lesson 3 Using Sensory Details</td>
<td>Teacher’s Literacy and Language Guide Page 274</td>
</tr>
<tr>
<td>Lesson 4 Fictional Narrative Prewriting – Mini lesson 8 Using a Story Map</td>
<td>Teacher’s Literacy and Language Guide Pages 278-279</td>
</tr>
<tr>
<td>Lesson 4 Fictional Narrative Prewriting – Mini Lesson 9 Planning Characters &amp; Events</td>
<td>Teacher’s Literacy and Language Guide Pages 278-279</td>
</tr>
<tr>
<td>Lesson 3 Dialogue – Mini Lesson 5 Showing Characters’ Responses</td>
<td>Teacher’s Literacy and Language Guide Pages 276-277</td>
</tr>
<tr>
<td>Lesson 3 Dialogue – Mini Lesson 6 Drafting Dialogue</td>
<td>Teacher’s Literacy and Language Guide Pages 276-277</td>
</tr>
<tr>
<td>Lesson 19 Personal Narrative Prewriting – Mini Lesson 38 Planning Events in Order</td>
<td>Teacher’s Literacy and Language Guide Pages 308-309</td>
</tr>
<tr>
<td>Mini Lesson 116 Using Details and Dialogue</td>
<td>Teacher’s Literacy and Language Guide Page 359</td>
</tr>
<tr>
<td>Mini Lesson 74 Understanding Word Choice</td>
<td>Teacher’s Literacy and Language Guide Page 338</td>
</tr>
<tr>
<td>Mini Lesson 75 Introducing Sentence Fluency</td>
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