Yearlong - The Writing Revolution - Grade 3 Copied from: Grade 3, Copied on: 03/14/25

Content Area: **English**
Course(s):
Time Period: **September**
Length: **All Year Across the curriculum**
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Instructional Strategies & Learning Activities

Sample Pacing Guides: Grades 5

This is a sample pacing guide for a school first implementing TWR in grade 5. As students advance through the pacing guide, previous activities should be practiced recursively. Individual classes may move through the guide at a different pace based on the frequency and fidelity of use, and student readiness. Activities should be differentiated as needed.

Pacing Guides are based on the following end-of-year goals:

- Students are proficient in all Grade 4 skills. In addition:
    - Students can use the MPO independently and convert it into a composition
    - Students can write introductions and conclusions independently

Sample Pacing: Grade 5

SEMESTER ONE (Grade 5)			
Month 1 – Mid-Month 2	Mid-Month 2 – Mid-Month 3	Mid-Month 3– Month 4	Month 5
Review Sentence Activities • Sentences & Fragments • Scrambled Sentences • Sentence Expansion • Sentence Types • Developing Questions • Basic Conjunctions	Practice previous sentence, note-taking, SPO, summarizing, & revision activities recursively. Multiple-Paragraph Outline (MPO) Activities • Complete an MPO	Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively. MPO Activities o Given topic and T (thesis statement), fill in categories and supporting	Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively. MPO Activities o Given topic and T, complete MPO & write

- Subordinating Conjunctions
- Transitions
- Appositives
- Sentence Combining

Review Note-taking

- Continue using key words, phrases, symbols & abbreviations.

Review SPO

- Practice SPO scaffold activities as needed.
- Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats.

Continue Revision Activities

- Improve T.S. using 3 ways.
- Varying vocabulary activities
- Revise given, unelaborated paragraph as a whole class, in pairs, and independently.

Review Summarizing Activities:

- Continue to practice with all 3 formats: Sentence Summary, as a class
- Given topic and T (thesis statement), fill in categories and supporting details of MPO

details of MPO3

Introductions (GST)

- Distinguish between a general statement (G) & a specific statement (S)
- Distinguish between G, S, & T

body of composition (teacher provides introduction & conclusion) *

Introductions (GST)

- Given S&T, write G
- Given G&T, write S
- Given T, write G&S
- Given topic or prompt, write T

SPO, Combined Outline.

Sample Pacing Guide: Grade 5

SEMESTER TWO (Grade 5)

Month 6	Month 7	Months 8-9	Month 10
Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively. MPO Activities ○ Given topic or prompt, complete MPO, write introduction (GST) & body of composition Conclusions (TSG) • Given T, rephrase for conclusion • Given MPO & introduction, rephrase T, write new S & new G for conclusion (TSG)	Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively. MPO Activities ○ Given topic or prompt, complete MPO & write composition (introduction, body & conclusion)	Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively.	Practice previous sentence, note-taking, SPO, summarizing, revision, & MPO activities recursively. Grade 5 End-of-Year Goals: • Students are proficient in all Grade 4 skills. In addition: • Students use key words and phrases, abbreviations, and symbols when annotating text or taking notes based on a lecture, video clip, etc. • Students can use the MPO independently and convert it into a composition • Students can write introductions and conclusions independently • Students practice

the steps for planning and writing a research paper. (Optional)

Integration of 21st Century Themes and Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

Interdisciplinary Connections

The Writing Revolution is an approach designed to be adapted to and embedded in the content

being taught in any subject area and at any grade level.

Differentiation

Modify expectations: Shorten or lengthen assignment depending on abilities.

Require basic or extended vocabulary.

Small group teacher instruction based on student's writing ability.

Pair students heterogeneously for centers to encourage students to learn from peers.

Allow for speech to text for longer writing assignments.

Provide choice extension projects as necessary to extend learning

Modifications & Accommodations

Refer to QSAC, EXCEL SPED Accommodations spreadsheet in this discipline.

IEP and 504 accommodations will be utilized.

Formative Assessments

You can provide this formative assessment during different types of writing conferences:

- **Desk-Side Conferences** occur when you stop at a student's desk to ask questions and make responses. Questions should be open-ended. This gives the writer "space" to talk and clarify his or her own thinking about the writing.
- **Scheduled Conferences** give you and a student a chance to meet for 3 to 5 minutes in a more structured setting. In such a conference, a student may have a specific problem or need to discuss or simply want you to assess his or her progress on a particular piece of writing.
- **Small-Group Conferences** give you a chance to meet with three to five students who are at

the same stage of the writing process or are experiencing a similar problem. The goal of such conferences is twofold: first, to help students improve their writing and, second, to help them become better assessors.

Summative Assessments

Decide which assignments require summative assessment, and then grade the writing following this process:

- Ask students to submit prewriting and rough drafts with their final drafts.
- Scan final drafts once, focusing on the writing as a whole.
- Reread them, this time assessing them using the qualities of writing.
- Make marginal notations, if necessary, as you read the drafts a second time.
- Scan the writing a third and final time. Note the feedback you have given.
- Complete your rating sheet or rubric, and, if necessary, write a summary comment.

Instructional Materials

Teacher made materials, Sentence expansion sheets, SPO's and MPO's. Templates on The Writing Revolution Website.

Standards

L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.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.
	Conventions of Standard English
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.3.3.A	Choose words and phrases for effect.