

CraftPlus® Writing Pacing Charts

Week One—Fifth Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p>Target Skill: (Composing) Descriptive Attributes</p> <p>Mini-lesson: (10-15 minutes) Introduce the concept of descriptive attributes for color, size, shape, location, and direction. Read from a literature model (e.g., <i>Listen to This: “Kids Who Are Different”</i>). Identify descriptive attributes used and discuss possibilities for others. Display picture prompt. Identify descriptive attributes for picture prompt. Form a descriptive paragraph.</p>	<p>Target Skill: (Composing) Descriptive Attributes</p> <p>Mini-lesson: (10-15 minutes) Review descriptive attributes. Read a food ad or food label ad that uses sensory attributes or <i>Listen to This: “Next Stop Sub Station”</i>. Introduce sensory attributes (sound, taste, texture, smell) as a device to engage the reader. Provide a snack (e.g., <i>popcorn, cheese crackers</i>). Collectively list sensory attributes related to the snack. Work together to write an advertisement for the snack using sensory attributes.</p>	<p>Target Skill: (Organizational) Prewriting—Listing Details</p> <p>Mini-lesson: (10-15 minutes) Discuss listing as a strategy for prewriting. Lists provide the details for a written piece. Display a picture prompt. Instruct students to individually list every item they observe in the picture, along with descriptive attributes, for three minutes. Create a class list by asking students to share the details from their lists. Add more details if needed to create a comprehensive list.</p>
<p>Workshop: (10-15 minutes) Arrange students in small groups. Give each group a picture prompt. Groups will identify descriptive attributes for color, size, shape, location, and direction and collectively write a descriptive paragraph.</p>	<p>Workshop: (10-15 minutes) Instruct students to think of a food item, identify sensory attributes, and write a paragraph that could serve as an advertisement for the food without naming the food.</p>	<p>Workshop: (10-15 minutes) Arrange students in small groups and provide each group with a picture prompt. Groups will list all items observed in the pictures along with descriptive attributes.</p>
<p>Response: (10 minutes) Allow each group to share their descriptive paragraph. Identify, compare, and contrast the types of descriptive attributes used.</p>	<p>Response: (10-15 minutes) Allow volunteers to share their advertisements. Other students can guess the food being described by the sensory attributes.</p>	<p>Response: (10-15 minutes) Each group will display their picture prompt and share their list with the class.</p>

Suggested Conventions: Indentation, Punctuation—End marks

Thursday	Friday	Notes
<p>Target Skill: (Organizational) Thesis Statement</p> <p>Mini-lesson: (10-15 minutes) Display the same picture prompt used in the previous lesson, along with the list of items observed and corresponding descriptive attributes. Based on the “evidence” observed form a thesis statement about what is happening in the picture (e.g., <i>It’s easy to see that this boy enjoys skateboarding.</i>). Model a few sentences of support based on the detail list.</p>	<p>Assessment: Descriptive Attributes, Prewriting—Listing Details, Thesis Statement</p> <p>Mini-lesson: (10 minutes) Display a picture prompt. Work with students to develop a list of items observed in the picture and corresponding descriptive attributes. Based on the list, discuss possible thesis statements that could be formed about the picture. Model a few sentences of support from the detail/attribute list.</p>	
<p>Workshop: (10-15 minutes) Arrange students in the same small groups as in the previous lesson, with their picture prompt and detail/attribute lists. Instruct each group to form a thesis statement and write supporting detail sentences based on the “evidence” in their detail lists.</p>	<p>Workshop: (20-25 minutes) Display a new picture prompt. Instruct students to work independently to create a list of items observed and corresponding descriptive attributes. Then have students write a paragraph, beginning with a thesis statement, about the picture.</p>	
<p>Response: (10-15 minutes) Each group will share their thesis statement and paragraph. Informally assess concept mastery, identify good thesis statements and use of descriptive attributes, and clarify misconceptions.</p>	<p>Response: (5-15 minutes) If time allows, you may want to allow preselected students to share their work as student models. (Circulate and choose exemplary samples as students are working.)</p>	

Week Two—Fifth Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p>Target Skill: (Composing) Strong Verbs Mini-lesson: (10-15 minutes) Discuss the difference between strong and weak action verbs and explain that strong verbs help the reader visualize action. Read a literature model of strong verbs (e.g., <i>Hatchet</i>). List a few “weak” verbs (e.g., <i>said, looked, went</i>). Ask students to provide strong verb options and list several for each word (e.g., <i>looked: peered, gaped, glanced; said: announced, whispered</i>). Post lists as resources.</p>	<p>Target Skill: (Composing) Strong Verbs Mini-lesson: (10-15 minutes) Review strong verbs. Read from master list. Read selected literature models (e.g., <i>Listen to This: “Myths of the Milky Way.”</i>). Display a picture prompt that depicts action. Allow students to assist you in listing strong verbs associated with the picture. Work together to write a description of “what’s happening” in the picture using the strong verbs listed.</p>	<p>Target Skill: (Organizational) Prewriting—Listing and Clumping Details Mini-lesson: (10-15 minutes) Review the importance of details in writing. Get students to offer details related to a general topic (e.g., <i>a season, your school</i>). Write each detail on a sticky note and arrange on the board in random order. Allow students to help you form clumps of related details on chart paper from the random assortment on the board. Establish a one- to three-word rationale for each clump.</p>
<p>Workshop: (10-15 minutes) Provide students with literature models (e.g., books by <i>Lemony Snicket, Gary Paulsen, Jerry Spinelli</i>). Students will work in pairs to identify and list strong verbs found in the books.</p>	<p>Workshop: (10-15 minutes) Provide each student with a picture prompt depicting action. Students will list strong verbs and write a description of “what’s happening” in the picture and highlight five strong verbs used in the description.</p>	<p>Workshop: (10-15 minutes) Arrange students in small groups. Give each group a sticky-note pad and a piece of chart paper. Provide a general topic and instruct each group to generate details on the sticky notes and then clump related details, writing a brief rationale for each group.</p>
<p>Response: (10 minutes) Allow pairs to share their lists. Students will check off strong verbs shared by others to avoid duplication and thus save time. Collect and create a master list.</p>	<p>Response: (10-15 minutes) Allow volunteers to share their pieces. Count strong verbs. Identify those already on the master list. Add new words to the master list. Collect and score using a single-skill rubric.</p>	<p>Response: (10-15 minutes) Each group will share its clumps of related details. Compare and contrast the various details and rationales for organizing.</p>

Suggested Conventions: Spelling high-frequency words

Thursday	Friday	Notes
<p>Target Skills: (Organizational) Planning—Using a Graphic Organizer, Thesis Statements</p> <p>Mini-lesson: (10-15 minutes) Read two or three paragraphs from a non-fiction model and identify details and thesis statements. Display the sticky-note chart from the previous lesson. Discuss the organization of details and rationales. Transfer the details and rationales onto a graphic organizer. Model writing a thesis statement from each rationale.</p>	<p>Assessment: Prewriting—Listing Details and Clumping Details, Planning—Using a Graphic Organizer, Thesis Statement</p> <p>Mini-lesson: (10 minutes) Provide students with a general topic or content area topic you’ve been studying. Collectively create a list of details. Draw lines to link related details. Form rationales for each group of related details identified and discuss how you would transfer the details onto a graphic organizer. Model writing a thesis statement for one or two of the clumps of related details.</p>	
<p>Workshop: (10-15 minutes) Arrange students in the same small groups as in the previous lesson. Using their sticky-note organizational charts, groups will record their chart on a graphic organizer and form a thesis statement for each rationale.</p>	<p>Workshop: (20-25 minutes) Provide another general topic or current content area topic. Students will list details, draw lines to link related details, transfer clumps of related details onto a graphic organizer, and write a thesis statement on the organizer for each group identified.</p>	
<p>Response: (10-15 minutes) Allow each group to share their graphic organizer and thesis statements. Identify valid organizational structures and well-founded thesis statements and clarify misconceptions.</p>	<p>Response: (5 minutes) Collect and score with multiple-skill rubric. If you wish to share a couple of exemplary student models with the class, pre-select these as students are working and share them after all graphic organizers have been collected.</p>	

Week Three—Fifth Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p>Target Skill: (Composing) Comparisons—Simile</p> <p>Mini-lesson: (10-15 minutes) Introduce similes by reading from literature models (e.g., <i>As: A Surfeit of Similes</i> or <i>More Similes</i>). Explain that similes help the reader visualize and connect to the text. Similes are comparisons. Offer an adverb or adjective (e.g., <i>quiet, quietly, fast, gracefully</i>) and have students generate comparisons. Rewrite the adjectives or adverbs and comparisons as similes (e.g., <i>as quietly as falling snow; as quiet as a summer breeze</i>).</p>	<p>Target Skill: (Composing) Comparisons—Simile</p> <p>Mini-lesson: (10-15 minutes) Review similes by revisiting some of the similes created by the class during the previous lesson and reading from literature models (e.g., <i>The Reptile Room, Hatchet, The Trumpet of the Swan</i>). Discuss the way authors weave similes into the text. Discuss a scenario familiar to your students (e.g., <i>arriving at school, navigating the cafeteria, playing on the playground</i>). Collectively write a paragraph describing the scenario. Include two similes in the paragraph.</p>	<p>Target Skill: (Organizational) Beginning Techniques—Exclamation and Question</p> <p>Mini-lesson: (10-15 minutes) Explain that authors use specific techniques called hooks to entice readers into reading a piece. Introduce exclamations and questions as hooks by reading from literature models (e.g., <i>Listen to This, Emily's Runaway Imagination, Sarah, Plain and Tall</i>). Refer to your descriptive paragraph from the previous lesson. Compose two possible beginning hooks—one question and one exclamation—as a model for your students.</p>
<p>Workshop: (10-15 minutes) Arrange students in small groups (3-4) and give each group three adjectives or adverbs. Groups will work to make comparisons and create at least two different similes for each adjective or adverb.</p>	<p>Workshop: (10-15 minutes) Students will work individually to write a paragraph describing a typical part of their day. Each student will work two similes into the descriptive paragraph. Be sure that students save these pieces in their writer's notebooks.</p>	<p>Workshop: (10-15 minutes) Students will take out the paragraphs written during the previous lesson. Pair students and allow them to work together to compose two hooks for each of their paragraphs—one question and one exclamation.</p>
<p>Response: (10 minutes) Groups will share their similes with the class. Identify original, precise imagery and clarify misconceptions. You may want to create a class reference list from these similes.</p>	<p>Response: (10-15 minutes) Pair students for peer conferences. One student will read his or her piece twice. The listener will first connect to the text, and on the second reading will identify and comment on the similes. Students will switch roles and repeat the process.</p>	<p>Response: (10-15 minutes) Allow all students to share their two beginning hooks with the class. Identify strong hooks and clarify misconceptions.</p>

Suggested Conventions: Subject-verb agreement

Thursday	Friday	Notes
<p>Target Skill: (Organizational) Beginning Techniques—Onomatopoeia and Dialogue</p> <p>Mini-lesson: (10-15 minutes) Review the two types of beginning hooks introduced in the previous lesson and introduce onomatopoeia and dialogue as beginning hook techniques. Read from literature models (e.g., <i>Listen to This</i>, <i>Popcorn Science</i>, <i>Charlotte’s Web</i>, <i>Esperanza Rising</i>). Refer to the paragraph used in the previous lesson. Compose two new possible beginning hooks for this paragraph—onomatopoeia and dialogue.</p>	<p>Assessment: Comparisons—Similes and Beginning Techniques</p> <p>Mini-lesson: (10 minutes) Review similes and the four types of beginning hooks taught—exclamation, question, onomatopoeia, and dialogue. Discuss common scenarios in a typical day at your school or in your town. Verbally model a paragraph that would describe a typical part of your day. Include two similes in your description. Have students verbally generate ideas for possible beginning hooks of each type taught.</p>	
<p>Workshop: (10-15 minutes) Students will take out the paragraphs used in the previous lesson and work with a different partner to compose two new possible beginning hooks—onomatopoeia and dialogue.</p>	<p>Workshop: (20-25 minutes) Students will compose a new paragraph describing a familiar scenario starting with one of the types of beginning hooks taught and including two similes. You may also wish to require a convention skill previously taught.</p>	
<p>Response: (10-15 minutes) Allow all students to share their two beginning hooks with the class. Identify strong hooks and clarify misconceptions. Review all four types of hooks taught.</p>	<p>Response: (10 minutes) Discuss these paragraphs with students and allow a few students to share beginning hooks and similes. Collect papers and score using a multiple-skill rubric.</p>	

Week Four—Fifth Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p>Target Skill: (Composing) Specificity Mini-lesson: (10-15 minutes) Tell a brief story about an experience familiar to your students (e.g., <i>going to a fair or local park</i>). Use general words (e.g. <i>stuff, many things, animals</i>). Retell the story using specific common nouns in place of generalizations. Ask students which version was more interesting. Read from literature models (e.g., <i>Loser, The Whipping Boy</i>). Explain that authors use specificity to help readers visualize and connect to text.</p>	<p>Target Skill: (Composing) Specificity Mini-lesson: (10-15 minutes) Review specificity. Recall details used in the paragraphs composed during the previous lesson. Discuss how authors often use proper nouns for specificity (e.g., <i>Louisville Slugger</i> instead of <i>bat</i>). Read from literature models (e.g., <i>Listen to This, Ghosts of the White House, Because of Winn Dixie</i>). Retell your brief story from the previous day and get students to help you find ways to add five proper nouns.</p>	<p>Target Skill: (Organizational) Ending Techniques—Question and Exclamation Mini-lesson: (10-15 minutes) Explain that authors have techniques for constructing an ending. Introduce questions and exclamations as ending techniques by reading from literature models (e.g., <i>The Magic Finger, The Hatmaker’s Sign, Fireboat, And Then What Happened, Paul Revere?</i>). Discuss possible question and exclamation endings that could be used with your brief story about a familiar experience.</p>
<p>Workshop: (10-15 minutes) Pair students to write a paragraph about a common experience using specificity and avoiding general terms. Students will highlight the specific details used in their paragraphs.</p>	<p>Workshop: (10-15 minutes) Students will work in the same pairs as in the previous lesson. Students will add to their paragraphs so that they include at least five proper nouns.</p>	<p>Workshop: (10-15 minutes) Students will work in pairs to generate at least four possible endings for their familiar experience paragraphs—two questions and two exclamations.</p>
<p>Response: (10 minutes) Allow pairs to share their paragraphs. One student can read the text that is not highlighted and the other can read the highlighted details to draw attention to specificity.</p>	<p>Response: (10-15 minutes) Allow students to discuss the proper nouns they added to their paragraphs. Point out the way proper nouns can be used to name people, places, and objects. Review the convention of capitalizing proper nouns.</p>	<p>Response: (10-15 minutes) Allow all pairs to share their brief lists of possible question and exclamation endings for their paragraphs. Identify strong endings and clarify misconceptions.</p>

Suggested Conventions: Punctuation, Capitalization—Proper nouns

Thursday	Friday	Notes
<p>Target Skill: (Organizational) Ending Techniques—Remind the Reader of a Main Point and Advice</p> <p>Mini-lesson: (10-15 minutes) Review question and exclamation ending techniques and introduce <i>remind the reader</i> and advice by reading from literature models (e.g., <i>Listen to This</i>; <i>Sea Full of Whales</i>; <i>Bud, Not Buddy</i>). Refer to your familiar-experience paragraph and generate possible <i>remind the reader</i> and advice endings (e.g., <i>Just remember...</i>; <i>Take it from me...</i>; <i>The next time you find yourself in this situation...</i>)</p>	<p>Assessment: Specificity and Ending Techniques</p> <p>Mini-lesson: (10-15 minutes) Review specificity using common and proper nouns, the convention of capitalizing proper nouns, and the four ending techniques taught this week. Verbally model parts of a writing piece that would recount a familiar experience using specificity, and have students offer ideas for further specificity and for ending techniques that could be used in your story.</p>	
<p>Workshop: (10-15 minutes) Students will work in pairs to generate at least four possible endings for their familiar experience paragraphs—two <i>remind the reader</i> and two advice endings.</p>	<p>Workshop: (20-25 minutes) Students will work individually to write a brief (1-2 paragraph) narrative account of a familiar experience (e.g., <i>going to the doctor or dentist</i>, <i>going shopping with parents</i>, <i>learning a lesson</i>).</p>	
<p>Response: (10-15 minutes) Allow all pairs to share their brief lists of possible remind the reader and advice endings for their paragraphs. Identify strong endings and clarify misconceptions.</p>	<p>Response: (5-10 minutes) Collect pieces and score them using a multiple-skill rubric. Allow students to discuss their specific details and ending technique after papers are collected.</p>	

Week Five—Fifth Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

At this point, students have acquired the skills necessary for using descriptive skills. This is an appropriate time to allow students to apply these skills by utilizing picture prompted writing. Plan three to five days for prewriting, writing, conferencing, revising, and editing. Briefly review foundational descriptive skills and set expectations for inclusion of specific descriptive skills (e.g., strong verbs and descriptive attributes.). Possible ideas for practicing descriptive skills include:

- Providing students with three related items (e.g., beach ball, towel, snorkel). Students should write detailed descriptions of each item and use these descriptions to create a commercial.
- Allowing students to each select a picture of a food item or main dish from a food magazine. Students will write descriptive pieces about the food items. Ask for permission to create a bulletin board display of pictures and corresponding descriptions in your school cafeteria.
- Taking digital photographs of events happening around your school. Allow students to write articles describing the action and events in the pictures. Use word-processing software to publish a school newspaper.

Target Skill Checklist:

(Provide students with a checklist of skills taught during descriptive-skills instruction. Add alternate or additional conventions if desired.)

Composing Skills

- ___ Descriptive Attributes
- ___ Strong Verbs
- ___ Comparisons—Simile
- ___ Specificity

Organizational Skills

- ___ Prewriting—Listing and Clumping Details
- ___ Thesis Statement
- ___ Planning—Using Graphic Organizers
- ___ Beginning Techniques—Questions, Exclamations, Onomatopoeia, and Dialogue
- ___ Ending Techniques—Exclamations, Questions, Remind the reader of a main point, and Advice

Conventions

- ___ Capitalization—Proper Nouns
- ___ Punctuation—End Marks
- ___ Spelling High-frequency Words
- ___ Indentation
- ___ Subject/Verb Agreement

	Target Skills	3 Student applies skill competently and creatively.	2 Student applies skill competently.	1 Student attempts to apply skill.	0 Student does not attempt to apply skill.
Composing	Descriptive attributes				
	Strong verbs				
	Comparisons—similes				
	Specificity				
Organizational	Prewriting—listing and clumping details				
	Thesis statements				
	Planning—Using graphic organizers				
	Beginning techniques—Exclamations, questions, onomatopoeia, dialogue				
	Ending techniques—Questions, exclamations, advice, remind the reader of the main point				
Conventions	Capitalization—Proper nouns				
	Punctuation—End marks				
	Spelling high-frequency words				
	Indentation				
	Subject/verb agreement				

Final Score (average): _____ **Teacher Comments:** _____