

Grades 3-5

PART 1: The First Weeks

Writing Topics

- p. 12 Write for different purposes
- p. 13 Write about what you know
- p. 14 Create a memories picture collage
- p. 15 Generate ABC Chart topics
- p. 15 Springboard off other texts

Setting Expectations

- p. 22 Meet for daily instruction
- p. 23 Describe the writing time
- p. 24 Outline sharing time/Author's Chair
- p. 25 Support writers when they need help
- p. 26 Hold teacher-writer meetings

Creating Notebooks

- p. 30 Introduce the writer's notebook

Motivating Writers

- p. 32 Establish a "Done" list

Developing Spelling

- p. 40 Develop independent spellers
- p. 41 Provide topic-driven word charts

Introducing the Traits

- p. 46 Define each trait visually & verbally
- p. 47 Reveal mentor text examples
- p. 48 Sing trait-based songs

Building Rubrics

- pp. 52-53 Define "rubric"
- pp. 54-55 Establish an initial writing rubric

PART 2: The Rest of the Year

Persuasive/Argumentative Mini-Units

- p. 62 Align with the strongest position
- p. 83 Answer *what* & *why* in constructed responses
- p. 73 Incorporate citations

- p. 85 Reveal persuasive reasons intentionally
- p. 72 Paraphrase author ideas
- p. 101 Choose voice based on the P.A.T.

- p. 67 Add specifics with name details
- p. 68 Add value with number details
- p. 69 Add description with comparison details
- p. 88 Create transitions *within* paragraphs

- p. 90 Craft persuasive introductions
- p. 91 Craft persuasive conclusions

I Informative Mini-Units

- pp. 78-79 Organize information sequentially
- p. 63 Distinguish between details & development

- p. 82 Organize information categorically
- p. 67 Add specifics with name details
- p. 68 Add value with number details
- p. 69 Add description with comparison details
- p. 88 Create transitions *within* paragraphs

- p. 60 Narrow down writing topics
- p. 76 List, group, & label related ideas
- p. 72 Paraphrase author ideas
- p. 73 Incorporate citations

- p. 92 Craft informative introductions
- p. 93 Craft informative conclusions
- p. 66 Add interest with Snapple® details
- p. 107 Energize writing with strong action verbs

E Narrative Mini-Units

- p. 60 Narrow down writing topics
- p. 94 Craft narrative introductions
- p. 95 Craft narrative conclusions
- p. 101 Choose voice based on the P.A.T.

- pp. 78-79 Organize information sequentially
- p. 63 Distinguish between details & development

- p. 67 Add specifics with name details
- p. 68 Add value with number details
- p. 88 Create transitions *within* paragraphs

- p. 106 Choose the right word for the right spot
- p. 107 Energize writing with strong action verbs

The list to the right represents the most essential writing skills teachers should address per writing unit. Take note that these are not *all* of the lessons within Part 2— just the most important ones for grades 3-5, according to the authors of this book.

The majority of these lessons fall within Section 8 (Teaching Ideas) and Section 9 (Teaching Organization). Each writing mode requires that the right information be arranged in the appropriate order. Therefore, skills from Sections 10-13 may be less of a priority when instructional time is limited.