



Language Acquisition Branch

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## English Language Acquisition Program (ELAP)

# Implementation Guide

## 5th Grade *Expository Writing*

**Note:** For added flexibility, this implementation guide is divided into 30 minute instructional segments. Make sure you instruct a full hour of reading or writing before moving on to the next hour segment.

\*School will need to provide a reading and writing journal for each student in this intervention.

<b>5<sup>th</sup> Grade Writing - Session 1 – One hour</b>				
<b>Materials</b>	<b>Lesson Title</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source TE Pgs.176-177; 455	Pre-Assessment	Provide a baseline for measuring student progress from the beginning to the end of the expository writing unit	Plan, write, and proofread an expository essay	
<ul style="list-style-type: none"> <li>• Have students write an on-demand essay addressing this prompt: “Most people think it is important to be successful in school.</li> <li>• Write an expository essay explaining what you think causes success in school. You may want to jot down some ideas or use a graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”</li> <li>• Students are to be given approximately 45 minutes to plan and complete one essay</li> <li>• Use the rubric on pages 176-177 to score mid-assessment for each writing trait</li> </ul>				

<b>5<sup>th</sup> Grade Writing Session 2A – 30 min.</b>				
<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book / Teacher’s Edition pgs. 3-5; 465	Understanding the Writing Process	Understand that we follow a process in writing, just like we do in reading	Connecting with quotations about writing, becoming familiar with Writing Terms	
<b>Instruction</b>				
<p><b><u>Pg. 3</u></b> - Follow the directions in the TE.</p> <p><b><u>Pg. 4</u></b></p> <ul style="list-style-type: none"> <li>• Have students write about what one of the quotations means to them while you silently model writing about one on the overhead or board.</li> <li>• In 3-5 minutes, share with the class what you wrote.</li> <li>• Have students turn to a partner and share their writing.</li> <li>• Share out as a class</li> </ul> <p><b><u>Pg. 5</u></b></p> <ul style="list-style-type: none"> <li>• Follow the directions in the TE.</li> <li>• After completing the steps on this page, turn to Pg. 465 to check students’ familiarity with the Writing Terms (the students <i>shouldn’t</i> turn to the page) using the following steps: <ol style="list-style-type: none"> <li>1. Say the first word aloud, “Audience.”</li> <li>2. Have students stand up if they have heard the word.</li> <li>3. Stay standing if they know what it means.</li> <li>4. Stay standing if they can explain it to the class.</li> <li>5. Choose a student to share.</li> <li>6. Share the definition from the TE.</li> <li>7. Continue with the rest of the terms.</li> </ol> </li> </ul> <p>Have students turn to pg. 465 and flag this page in their student book.</p>				

## 5<sup>th</sup> Grade Writing Session 2B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs.6-8; 454-457; 22  Student's Writing journals	The Process in Action	Understand that following the writing process is like following a recipe	Learn the steps in the writing process, begin to select writing topics, become familiar with graphic organizers, begin to work with traits of writing	

### Instruction

Have students tell their partner the three steps in the Reading Process (Before, During, After). Remind them that just like reading, there is a process to follow when we write.

#### Pg. 6

##### *Prewriting - Selecting a topic*

- Have students select a page in their writing journal to write topics that they would like to write about in the future and title the page.
- Have students turn to Pg. 454-455 for topic suggestions.
- Have students identify one or two people, places, or things they would like to write about in the future and have them write these topics in their writing journals.

##### *Prewriting - Gathering Details*

- For ideas on gathering details, have students turn to pages 456-457. (A Thinking Map® may be used)

##### *Writing - Developing the First Draft*

- Continue to follow the instructions in the TE.

#### Pg. 7

##### *Revising, Editing, Publishing*

- Follow the directions in the TE.
- Have students copy this sentence frame in their writing journals and fill it in: "The \_\_\_\_\_ step is important because \_\_\_\_\_ and \_\_\_\_\_."

#### Pg. 8

- Follow the instructions in the TE.
- If there is time, using the simple definitions on pg. 22, discuss each of the writing traits
- List the steps of the writing process on the board and have students discuss with a partner which traits would fall under each step of the writing process.
- Do "Prewriting-Ideas and Organization" as a class example, reminding students of the graphic organizers they saw on Pg. 456-457. (Answers: Prewriting-Ideas, Organization; Writing-Voice, Word Choice, Sentence Fluency; Revising-Organization, Voice, Word Choice, Sentence Fluency; Editing-Conventions)

### 5<sup>th</sup> Grade Writing Session 3A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition 9-11; 176-177; 449  Student Writing journals	One Writer’s Process	Examine the goals for Expository Writing, Understand sentence fluency	Evaluate one writer’s work through pre- writing step	

#### Instruction

**Pg. 9** - Follow the directions in the wrap-around of the TE.

**Pg. 10 - *Previewing the Goals*:** “Just as we ‘Set a Purpose’ in the Before Reading stage, we will now look at a writer who ‘Set a Purpose’ for writing by ‘Previewing the Goals’ for his writing using the traits.” Read over Pg. 10 first and have students answer the questions as a class.

**Pg. 11 - *Prewriting: Selecting a Topic*:**

- Read pg.11 as a class.
- Tell students that an expository essay is **nonfiction** reading material that is *to inform or explain* something to the reading audience. Nonfiction means it is **factual** information. Expository text can vary in nature, but its function is to make the topic explicitly clear to the reader.
- The reader should be able to clearly understand what the writer is trying to explain. Some common **formats** of expository writing include:  
*How-To (Procedural), Definition, Description, Persuasion, Analysis, Classification, Comparison-Contrast, Cause-Effect, Problem-Solution.*
- What are some **examples** of expository text? Textbooks, essays, encyclopedias, scientific books/journals, atlases, directions, guides, biographies, newspapers, (may contain photographs and graphics), etc.
- Max is writing an expository essay about the importance of friends. Just like in Reading Session #3, Max was connecting to his topic: he wanted to write about things that are important to him.
- Have students return to their journal page with the topics they would write about in the future and have them freewrite like Max did about things that are important to them.

### 5<sup>th</sup> Grade Writing Session 3B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 12-13	One Writer’s Process	Examine one writer’s work through the writing step	Evaluate purpose during the writing step	

#### Instruction

**Pg. 12 - *Writing: Completing Your First Draft*:**

- Prior to reading Max’s first draft, use the Pink *English Language Learner* box.
- Have students read through the essay once silently.
- Read the essay a second time aloud (considering the usefulness of gathering and organizing details prior to writing).

**Pg 13 - *Practice*:**

- Prior to doing the *Practice* activity, review ideas, organization, and voice on Pg. 10.
- Have students work in small groups to see if Max met his goals for writing. Reflect back on the During Reading step, “Read with a Purpose”. Just like in reading, Max was writing for a purpose: to explain to his reader the importance of friends. Did he meet that purpose?

### 5<sup>th</sup> Grade Writing Session 4A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 14-15  Student Writing Journals	One Writer's Process	Evaluate one writer's work through the revision process	Evaluate the revising step and peer response	

#### Instruction

**Pg. 14** – *Revising: Improving Your Writing*

- Read the revised draft as a class, noting what was changed in the orange boxes to the left.

**Note:** The editing & Proofreading marks can be referenced in the inside back cover of the TE & Student Book.

- Follow the directions in the TE regarding the removal of some words.
- Have students complete the *practice* question by discussing their answer with a partner, then sharing with the class

**Pg. 15** – *Revising: Using a Peer Response*

- Follow the directions in the TE wrap-around.
- Read through the peer questions in the blue notes on the left side of Max's paper

**Note:** Remind students that when they are revising, they are focusing on content, not on editing for punctuation, spelling, and grammar errors

- Have students complete the *Practice* alone first, share their answers with a partner and then share as a class.

### 5<sup>th</sup> Grade Writing Session 4B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 16-18; 10; 478-605	One Writer's Process	Review one writer's final essay and assessment.	Evaluate one writer's work through editing and publishing steps	

#### Instruction

**Pg. 16**

- Follow the directions in the TE, referring to the back inside cover of the TE & Student Book. Also note the Proofreader's Guide Pgs. 478-605, and encourage students to refer to them when they edit. Discuss the *Practice* section as a class.

**Pg. 17**

- Follow the directions in the TE.
- Review the goals on Pg. 10. Focus on the traits of ideas, organization, and voice.

**Pg. 18**

- Follow the directions in the TE to focus on what changed when Max did his revisions.

**Note:** Revision is a step students don't enjoy doing because they don't know how. Assure students that when we write, we will go through revision step-by-step, so that it won't be overwhelming.

### 5<sup>th</sup> Grade Writing Session 5A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 19-20, 176-177  Transparency 7  Student Writing Journals	One Writer’s Process	Assess a writer’s essay using a trait-based rubric	Compare their own assessment with that of the “teacher”, look at a writer’s reflection	

#### Instruction

**Pg. 19 / Transparency 7 : *Assessing the Final Copy***

- Follow directions in the TE.
- Read over Pg. 19 with the class.
- Have them answer the “Discuss the assessment” section in pairs.

**Pg. 20 - *Reflecting on Your Writing*:**

- Follow the directions in the TE.
- Have students answer the last two questions on Max’s reflection sheet in their writing journal.

**Note:** Their next task will be to write their own expository paragraph, so it is important that they understand the expository genre.

### 5<sup>th</sup> Grade Writing Session 5B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book / Teacher’s Edition 176-177  Student Pre-Assessment Writing journals or Assessment Sheet photocopy (from TE 638)	Analyzing an Essay	Analyze their pre-assessment writing using a rubric, understand how to revise using traits	Use a rubric to assess their writing (pre-test), practice revising their essay using the traits.	

#### Instruction

- Return the students’ original assessments to them, along with their scores.
- Emphasize that this writing is a starting point and that from here they will learn how to improve their own writing.
- Tell the students to remember that this was a draft, and they didn’t have a chance to revise.
- Have students turn to pg. 176-177 and read the descriptor that correlates to their score for each of the traits.
- In their writing journals (or on an Assessment Sheet photocopy from TE Pg. 638), have them list one thing they could do for each trait that could make their score better. They can use the language of the rubric as a guide. (Example for Ideas: If a student scored a 2, they could write, “To get a better score, I can focus on one topic.”)\*

**Note:** This is a first exposure to reflecting on their own writing, so they may need extra assistance. Have them try Ideas first, then come together and discuss it as a class to be sure everyone made a comment. Then move on to Organization, etc.

**5<sup>th</sup> Grade Writing Session 6A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source & Teacher's Edition pgs. 138-140; 52-53  Student Writing journals	Expository Paragraph	Understand the content and structure of an expository paragraph	Study samples of expository paragraphs	

**Instruction****Pg. 139**

- Read the information about Expository Writing and follow the directions in the TE.

**Note:** Pay special attention to the Writing Guidelines at the bottom of the page (they learned some of these terms in Writing Session #2).

- Remind students that when we write paragraphs, we need to have a subject and a main idea, just like we learned in Reading Session #6.
- Have students copy the list of details that the class suggests in their writing journals (after skipping a couple lines at the top of the page).

**Pg. 140**

- Read through the information as a class.
- Ask the students to suggest another word for “topic” (subject). Tell students that the topic sentence should clue you in to the main idea.
- Follow the TE directions.
- Have students do the *Respond to the reading* section independently. Share out as a class.

**Pg. 52** - Do this expository paragraph as another example of a paragraph and answer the *Respond to the reading* section as a class.

**Pg. 53** - *A Closer Look at the Parts:*

- Focus in again on the equation that should remind them of what they learned in Reading Session #6 (subject + what the author says about the subject = main idea).
- Read through the information about *The Body* and *The Closing Sentence*.

### 5<sup>th</sup> Grade Writing Session 6B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 141-142; 460  Student Writing journals  Board game instruction cards (optional for Pg. 141)  Index cards (4 per student for Pg. 141)	Expository Paragraph	Select a topic and gather details for their expository paragraph	Create a cluster diagram, choose a topic, gather details for expository paragraph	

#### Instruction

**Pg. 141 - Prewriting: Selecting a Topic:**

- Read the cluster as a class.
- Have students create their own cluster in their writing journals.
- Have them mark (\*) the one they want to write about.
- Follow directions in the TE and share some example instruction cards from board games.

***Writing a Topic Sentence:***

- Read directions in TE and use index cards to create a topic sentence.

**Pg. 460** - Have students look at the special strategies for writing a strong topic sentence. You can also include examples from the sentences above, such as starting with a question.

**Pg. 141 - Struggling Learners** (Blue Box): Follow the directions in the TE. As students are sharing with partners, write the sentence starters you hear on the board (Ex: I learned how to play \_\_\_\_ when...).

**Pg. 142 - Writing: Creating Your First Draft:** Follow the directions in the TE.

### 5<sup>th</sup> Grade Writing Session 7A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book / Teacher’s Edition 142; 432-435  Student Writing journals or ruled paper to write their first draft	Expository Paragraph	Draft an expository paragraph and begin to revise	Write paragraph and answer some revision questions	

#### Instruction

**Pg. 142 - Revising: Improving Your Paragraph:** Have students revise their paragraph based on the five questions on this page. Also remind them to check that every sentence is complete (subject and a verb). They can refer to Pgs. 432-435 for help. (They are only checking for complete sentences at this point, not other conventions like capital letters, periods, etc.)



### 5<sup>th</sup> Grade Writing Session 7B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source / Teacher’s Edition pgs.142;15  Students’ first draft  Sticky notes or pencils (to make comments)	Expository Paragraph	Revise and edit an expository paragraph	Revise for five traits, edit for conventions.	

#### Instruction

**Pg. 15** - Have students exchange their papers with a partner. Remind them of the peer comments made to Max’s paper. They were polite, positive, and specific. They want to help their partner by asking questions or making suggestions that will improve the meaning, flow, and sound of the paragraph. Have them focus on making the paragraph as clear as possible to the reader. Students should rewrite the paragraph based on the comments from their peers if applicable.

**Pg. 142 - Editing: Checking for Conventions:** Have students complete this page by editing their paragraphs.

### 5<sup>th</sup> Grade Writing Session 8 – One Hour

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs.190; 176-177	Mid-Assessment	Plan and write a timed expository essay	Plan, write, and proofread expository essay	

- Be sure students understand that this assessment is a multi-paragraph essay. (Especially since the emphasis in the past sessions has been on single paragraphs.)
- Have students write an on-demand essay addressing this prompt:
- “Most people have a favorite place to be. Perhaps you enjoy a park in your town or a quiet room in your home. Maybe you love the downtown zoo or a faraway place you have visited.
- Write an expository essay about your favorite place and explain why it is your favorite. You may want to jot down some ideas or use a graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”
- Students are to be given approximately 45 minutes to plan and complete one essay
- Use rubric on pages 176-177 to score mid-assessment for each writing trait

5 <sup>th</sup> Grade Writing Session 9A – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 176-177; 20  Photocopies of Assessment Sheet (TE 638) or copy in their Writing journals	Assess and Reflect	Assess and reflect using a trait-based expository rubric	Trait-based self-assessment, reflection sheet	
Instruction				
<p><b>Pg. 176-177</b> - Have students use the rubric to score themselves for each of the traits. Exchange papers and journals with a partner (turning the page of the journals so the scores can’t be seen) and have the partner score for each of the traits. Each writer should compare the scores they gave with the score their partner gave and circle the one that they think is correct, based on the rubric language.</p> <p><b>Pg. 20</b> - Have students copy the prompts from the reflection sheet into their writing journal and answer each question independently.</p>				

5 <sup>th</sup> Grade Writing Session 9B – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 143-146  Reader’s Handbook 44  Student Writing journals	Expository Essay	Understand the expository form and content	Students will evaluate a sample expository essay	
Instruction				
<p><b>Note:</b> Remind students that in Reading Session #9 we were looking at expository essays (those that inform or explain) and that they already wrote an expository paragraph explaining their favorite game. Now they will write an essay explaining how something works.</p> <p><b>Pg. 143</b> - Read through the information in the TE.</p> <p><b>Pg. 144</b> - Go over the goals of the expository essay (Note that they will be assessed using the same rubric we used for the paragraph on Pgs. 176-177).</p> <p><b>Reader’s Handbook pg. 44</b> - Quickly look back at the paragraph about cowboys and ask a question for each trait:</p> <p><b>Ideas</b> - “Would being a cowboy be an interesting career? Did the author use examples about this career that were interesting? Did the author include anything you didn’t know about cowboys?”</p> <p><b>Organization:</b> “Did the first sentence make you want to read more? Did the middle have clear examples?”</p> <p><b>Voice:</b> “Does the author sound like he/she knows about the topic?”</p> <p><b>Word Choice:</b> “What specific words did the author use to make the paragraph clear?”</p> <p><b>Sentence Fluency:</b> “Were the sentences different lengths? Were there compound sentences?”</p> <p><b>Conventions:</b> “Was the author’s work correct enough to publish in a book? Was the dash in the first sentence used correctly?”</p> <p><b>Pg. 145</b> - Preview the essay by having students read the title and first paragraph. What do they think the subject is? What do they think the author will tell them about the subject (main idea)?</p> <p><b>Pg. 145-146</b></p> <ul style="list-style-type: none"> <li>• Read through the sample essay</li> <li>• Go back and identify the trait elements that made this a good expository essay using the TE information on Pg. 145.</li> <li>• Ask students: What does this essay remind them of (connect)? Had they previously learned about photosynthesis? Is there any information they can share about their past knowledge?</li> </ul> <p><b>Pg. 146 - Struggling Learners:</b> Follow directions in the TE.</p> <p><b>Respond to the reading:</b> Answer independently in their writing journals.</p>				

### 5<sup>th</sup> Grade Writing Session 10A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pg.147-149  Internet access to online encyclopedias (optional)  Student Writing journals  KWL chart	Essay-Prewriting	Select a topic, gather details for their expository essay	Students will plan their essay using a K-W-L chart	

#### Instruction

**Pg. 147** - Follow directions in TE and make a list of things students are curious about on the board.

**Pg. 148** - *Using a “Basics-of-Life” List*: Follow suggestions in TE. Have students choose two general categories to write in their writing journals.

**Pg. 148** - *Selecting a Topic*: Have students create a list like Latonya’s in their writing journals.

**Pg. 149** - Have students copy the “KWL Chart” structure from this page (or a Thinking Map®) into their writing journals. When looking for information, they may have to consult a book or the internet.

### 5<sup>th</sup> Grade Writing Session 10B– 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 150-152  Amazing fact examples from <i>Guinness World Records</i> or <i>Ripley’s Believe It or Not</i>  Blank notebook paper (save for Writing Session #11)  Student Writing journals	Essay-Prewriting	Prewrite using the traits	Write focus statement, topic sentences, create an outline	

#### Instruction

**Pg. 150**

- Follow instructions in the TE.
- For the *Practice* section, read the sentences aloud to students.
- Have students tell a partner which detail they think is the most interesting and why.
- Share out as a class.

**Focus on the Traits-Ideas**: Do this exercise from the TE wrap-around with students.

**Prewrite: Check your details**: Have students check their “KWL Chart” independently First, then trade papers with a partner. Have partners mark with an (\*) the most interesting sentences.

**Pg. 151**

**Writing Your Focus Statement**: Recall that when reading, there is an equation (subject + what the author is telling me about the subject = main idea or focus statement). Read through Pg. 151, including the TE

directions. Have the students write their focus statement in their writing journals.

**Writing Topic Sentences:** Make sure students understand the difference between a focus statement (tells what the whole essay will be about) and topic sentences (tells what individual paragraphs will be about). Read this portion on Pg. 151 and see the **Struggling Learners** box before having students write their three topic sentences on folded blank paper. (Students may need more or less than three topic sentences since each will have different specific parts to their process depending on their subject, but start with three for consistency. They will confirm the order and number of steps necessary in Writing Session #11)

**Pg. 152**

**Organizing Your Ideas:**

- Follow the directions in the TE.
- Have students copy the information from their blank notebook paper into their writing journals using Latonya’s Organized List as an example, leaving room for three details per topic sentence.
- **Struggling Learners** (blue box): Follow directions in TE.

<b>5<sup>th</sup> Grade Writing Session 11A – 30 min.</b>				
<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher’s Edition pgs.153-155  Chart they made from Struggling Learner box in Writing Session #10  Blank notebook paper (or writing journals)	Essay-Writing	Learn how to begin an essay	Students will write the beginning part of the first draft for their essay	
<b>Instruction</b>				
<p><b><u>Pg. 153</u></b> - Follow directions in the TE.</p> <p><b><u>Pg. 154</u></b></p> <ul style="list-style-type: none"> <li>• Read through the information with the class.</li> <li>• <b>Struggling Learners:</b> Have students take out their folded chart from Writing Session #10 and jot down ideas for an ending.</li> </ul> <p><b><u>Pg. 155</u></b></p> <ul style="list-style-type: none"> <li>• Read through Pg. 155 with students through the example paragraph.</li> <li>• Follow directions in the TE and have students write their opening sentences first</li> <li>• Read them to a partner for feedback,</li> <li>• Share examples with the class.</li> <li>• Once students have decided on the opening sentence, have them write their beginning paragraph in their writing journals.</li> </ul>				

**5<sup>th</sup> Grade Writing Session 11B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source & Teacher's Edition pgs. 156-158; 472-473	Essay-Writing	Learn how to use transitions, arrange details, and create an interesting ending	Look at transition phrases, arrange details, write an ending	

**Instruction**

**Pg. 156-157 - *Developing the Middle Part*:** Follow directions in the TE.

- Stop after the first sample paragraph to have students rephrase a sentence or two replacing the word *evaporation*.
- Stop after reading the second paragraph to be sure the students have a vocabulary of transition words that they can use for their essays.

**Note:** Make sure the students use their organized list as a guide to write the middle part, but realize that they can add more detail as they write their draft. They should be focusing on order of importance or logical order as they write their essays from Reading Session #9.

**Pg. 158** - Follow the directions in the TE. When the students have completed writing their ending, they should rewrite their draft using every other line of the paper to make room for revisions.

**5<sup>th</sup> Grade Writing Session 12A– 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher’s Edition pgs. 159-161; 144  First draft (written on every other line of the paper)	Essay-Revising	Revise for Ideas	Revise their essays for Ideas using text examples	

**Instruction****Pg. 159**

- Ask students what they would do in the following situation: “What if, as you were about to hand in a test, you were told that you could look in your textbook to make sure that all your answers were correct? Wouldn’t you want that second chance to get all the answers right and improve your grade? Revising is your second chance! Do you think there has ever been an author that only wrote their essay *once* and then published it for the entire world to see? Even a daily newspaper article goes through revision and editing several times before it is published. We revise to make our essays more interesting and more correct so that they are easier for our audience to read.”
- Follow directions in TE.
- Turn back to Pg. 144 to see other things they might look for when they revise.

**Pg. 160**

- Read over the rubric across the top of the page (including Pg. 161).
- Tell students that this is a good guide to check as they are revising for ideas.
- Read through the page, following the directions in the TE wrap-around for the *Practice* section. Students can also trade essays and try to answer the five questions about their partner’s work.

**Pg. 161**

- Follow the directions in the TE and have students mark their papers using colored pencils.
- Note that for the example revision at the bottom of the page, the writer used a *caret* (^) to add a more important detail. The caret was placed on the page at the precise place where they wanted to add the new sentence.
- When they have revised their essays for ideas, have them look at the rubric at the top of the page and give themselves a score for ideas. Students should write “I= \_\_\_\_” at the top of their draft to show the score.

5 <sup>th</sup> Grade Writing Session 12B – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 162-163  First draft  Examples of leads from newspaper stories, magazine articles, or nonfiction books	Essay-Revising	Students will revise for Organization	Check organization, finish sentences from sentence starters, revise ending	
Instruction				
<p><b>Pg. 162</b> - Follow the directions in the TE. Be sure to share examples of leads from newspapers, magazines, or nonfiction books. Prior to doing the Practice section, see <u>Struggling Learners</u> below.</p> <p><b>Struggling Learners</b> (blue box): Write these sentence starters on the board. Work through the <i>Practice</i> section as a class, having students create a new sentence in pairs for each answer, and then sharing some examples with the class. Now have students revise their first sentence if needed.</p> <p><b>Pg. 163</b> - Follow directions in the TE.</p> <p><b>Revising in Action:</b> Note how the writer revised the ending in the sample. Have students turn to the back inside cover of their books to see the editing marks that were used. Once they revise their ending, they should give themselves a score for organization and write “O= ___” at the top.</p>				

5 <sup>th</sup> Grade Writing Session 13A – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 164-165; 576; 310  First draft  Student Writing journals	Essay-Revising	Revise for Voice	Read about Second Person, analyze samples for words/phrases/clauses	
Instruction				
<p><b>Pg. 164</b> - Follow directions in the TE. Note Writing Session #2 when we discussed the Writing Terms. Audience is <i>very</i> important in determining voice.</p> <p><b>Pg. 164 - Teaching Tip: The Second Person:</b> Review this information with students using Pg. 576 and 310 to assist in your explanation.</p> <p><b>Pg. 165</b> - Follow directions in the TE. Work on the <i>Practice</i> section as a whole class activity, having partners find the three words, phrases, or clauses, and then sharing out with the class. Look over the <i>Revising in Action</i> section prior to having students revise their essays. Once students have finished revisions, have them add their rubric score to the top of their paper (“V= ___”).</p>				

5 <sup>th</sup> Grade Writing Session 13B – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 166-167, 145,157, 160,566, 488  First draft	Essay-Revising	Revise for Word Choice	Add specialized words	
<b>Instruction</b>				
<p><b>Pg. 166</b> - Follow directions in the TE. Work through the <i>Practice</i> section as a class.</p> <p><b>Pg. 167 - Struggling Learners</b> (blue box): Read through the first paragraph on Pg. 167, then go back to the sample essay and see the specialized words that were used by following the page references in the blue box. Read through the information in the TE. Read through <i>Revising in Action</i> prior to having the students do the revise for their own specialized words. Once students have revised they should write their score at the top of the page (“WC= ___”)</p>				

5 <sup>th</sup> Grade Writing Session 14A – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source & Teacher’s Edition pgs. 168-170; 436, 437  First draft  Blank notebook paper (or writing journals) to create second draft	Essay-Revising	Students will revise for Sentence Fluency	Create complete sentences, correct fragmented sentences, revise drafts, make a clean copy of draft	
<b>Instruction</b>				
<p><b>Pg. 168</b></p> <ul style="list-style-type: none"> <li>Follow the directions in the TE.</li> <li>Prior to doing the <i>Practice</i> section, use the information in the Struggling Learners blue box to emphasize the difference between complete sentences and sentence fragments.</li> <li>Revise drafts.</li> </ul> <p><b>Pg. 169</b></p> <ul style="list-style-type: none"> <li>Follow the directions in the TE.</li> <li>When students have revised, have them write their rubric score at the top of the page (“SF= ___”)</li> </ul> <p><b>Pg. 170</b> - Have students check their essay and then make a clean copy to prepare for editing.</p>				



### 5<sup>th</sup> Grade Writing Session 14B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 171-174; 536-559	Essay-Editing	Edit for correct conventions.	Revise for correct words and agreement	

#### Instruction

**Pg. 171 - Teaching Tip: Going on to Editing:**

- If you can, have students edit in class today and then take it home tonight to check it one more time before turning it in for a final grade.
- Read through the keys for editing.

**Pg. 172**

- Read through the information on this page with students.
- Have partners complete the *Practice* session in their writing journals.
- Share the correct answers with the class.
- Have them check their essays to be sure they used the right words.

**Pg. 173**

- Follow the directions in the TE.
- After the students have revised, have them write a score for editing (“E= \_\_\_”) at the top of their paper.

**Note:** Use all of the revisions to create a final draft of the essay. Students should transfer the six rubric scores they gave themselves to the back of the last page of their final draft (teacher can use this to compare during assessment).

### 5<sup>th</sup> Grade Writing Session 15 – One Hour

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 176-177; 455	Post-Assessment	Plan and write a timed expository essay	Plan, write, and proofread expository essay	

Have students write an on-demand essay addressing this prompt: “In this world it is just as important to have good friends as it is to be a good friend. Write an expository essay defining what it means to be a good friend. You may want to jot down some ideas or use a graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”

- Students are to be given approximately 45 minutes to plan and complete one essay.
- Use rubric on pgs. 176-177 to score mid-assessment for each writing trait