

Scope and Sequence Fifth Grade

Scope of Standards for Personal Narrative 5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand the personal narrative genre and choose a topic |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, |
| Lesson 2 | Write an engaging introduction that establishes a situation |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, L.5.2 |
| Lesson 3 | Write an engaging introduction that establishes a situation |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, L.5.2 |
| Lesson 4 | Create an outline that organizes the personal narrative events into paragraphs |
| | W.5.3, W.5.5, W.5.8, SL.5.1 |
| Lesson 5 | Plan the pacing of the events in a personal narrative |
| | W.5.3, W.5.5, SL.5.1, |
| Lesson 6 | Identify the emotions of a character |
| | W.5.3, W.5.5, SL.5.1, |
| Lesson 7 | Develop character emotions with details |
| | W.5.3, W.5.5, SL.5.1, L.5.3 |
| Lesson 8 | Understand the function of dialogue and write dialogue sentences correctly |
| | W.5.3, SL.5.1, L.5.2, L.5.3 |
| Lesson 9 | Draft and organize personal narratives into multiple paragraphs |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 10 | Draft and organize personal narratives into multiple paragraphs |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 11 | Write a reflective concluding paragraph |

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| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 12 | Practice creating metaphors to compare two things |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |
| Lesson 13 | Add metaphors to your personal narrative drafts |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |
| Lesson 14 | Revise and give rubric scores for personal narrative drafts |
| | W.5.3, W.5.4, W.5.5, SL.5.1, SL.5.2, L.5.1, L.5.2, L.5.3 |
| Lesson 15 | Edit and share completed personal narratives |
| | W.5.3, W.5.4, W.5.5, SL.5.1, SL.5.2, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write a personal narrative |
| | W.5.3, W.5.5, W.5.10, L.5.1, L.5.3 |
| Writing Warm-Up Standards | |
| L.5.1.b - Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. L.5.1.d - Recognize and correct inappropriate shifts in verb tense No Excuse Spelling and Conventions Review | |

Scope of Standards for Fictional Narrative

5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand fictional narrative and choose a character, setting, and situation |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, |
| Lesson 2 | Write an engaging introduction that establishes a situation |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, L.5.2 |
| Lesson 3 | Write an engaging introduction that establishes a situation |
| | W.5.3, W.5.5, W.5.8, W.5.10, SL.5.1, L.5.2 |
| Lesson 4 | Create an outline that organizes the narrative events into paragraphs |
| | W.5.3, W.5.5, W.5.8, SL.5.1 |
| Lesson 5 | Identify sensory details in a text |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |
| Lesson 6 | Use sensory details to describe a situation |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |
| Lesson 7 | Draft a fictional narrative with a focus on setting, characters, and situation |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 8 | Write a fictional narrative draft |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 9 | Complete the body paragraphs for a fictional narrative draft |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 10 | Write a concluding paragraph with a surprise twist |
| | W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.3 |
| Lesson 11 | Create sentences that contain alliteration |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |
| Lesson 12 | Add alliteration and other figurative language to a fictional narrative |
| | W.5.3, SL.5.1, L.5.3, L.5.5 |

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| Lesson 13 | Add transitional phrases to a fictional narrative |
| | W.5.3, W.5.4, W.5.5, SL.5.1, SL.5.2 |
| Lesson 14 | Revise fictional narratives |
| | W.5.3, W.5.4, W.5.5, SL.5.1, SL.5.2, L.5.1, L.5.2, L.5.3 |
| Lesson 15 | Edit and share fictional narratives |
| | W.5.3, W.5.4, W.5.5, SL.5.1, SL.5.2, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write a fictional narrative |
| | W.5.3, W.5.5, W.5.10, L.5.1, L.5.3 |
| Writing Warm-Up Standards | |
| <p>L.5.1.c - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.2.c - Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>No Excuse Spelling and Conventions Review</p> | |

Scope of Standards for Narrative Summary

5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand the summary genre and paraphrase important story elements |
| | W.5.2, W.5.4, SL.5.1 |
| Lesson 2 | Summarize a familiar picture book |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 3 | Write an engaging introductory paragraph |
| | W.5.2, W.5.4, W.5.8, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 4 | Write an engaging introductory paragraph for a narrative summary |
| | W.5.2, W.5.4, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 5 | Complete an organizer, outlining the important elements of a story |
| | W.5.2, W.5.4, SL.5.1, SL.5.2, SL.5.3, L.4.3 |
| Lesson 6 | Draft a narrative summary that paraphrases important story elements |
| | W.5.2, W.5.4, W.5.8, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 7 | Complete body paragraphs of narrative summary drafts |
| | W.5.2, W.5.4, W.5.8, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 8 | Recognize and describe tone and mood |
| | W.5.2, SL.5.1, L.5.5, L.5.6 |
| Lesson 9 | Write descriptions that reflect tone and mood |
| | W.5.2, SL.5.1, L.5.5, L.5.6 |
| Lesson 10 | Revise a narrative summary to reflect the author's tone and mood |
| | W.5.2, SL.5.1, L.5.5, L.5.6 |
| Lesson 11 | Write a concluding paragraph with the story resolution |
| | W.5.2, W.5.4, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 12 | Add transitional phrases to a paragraph |
| | W.5.2, W.5.4, SL.5.1, L.5.6 |

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| Lesson 13 | Add transitional phrases to a narrative summary |
| | W.5.2, W.5.4, SL.5.1, L.5.6 |
| Lesson 14 | Revise and give rubric scores for a narrative summary |
| | W.5.2, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Lesson 15 | Edit and share narrative summaries |
| | W.5.2, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write a narrative summary |
| | W.5.2, W.5.4, W.5.5, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Writing Warm-Up Standards | |
| L.5.1.a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.2.d - Use underlining, quotation marks, or italics to indicate titles of works. No Excuse Spelling and Conventions Review | |

Scope of Standards for Informative Summary

5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand and explore the informative summary genre |
| | W.5.2, W.5.4, SL.5.1 |
| Lesson 2 | Identify the main idea and important details of an informative text |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 3 | Identify the main idea and important details of an informative text |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 4 | Identify the main idea and important details of an informative text |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 5 | Practice writing paragraphs that use a strategy to engage the reader |
| | W.5.2, W.5.4, W.5.8, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 6 | Write an engaging introductory paragraph for an informative summary |
| | W.5.2, W.5.4, W.5.8, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 7 | Practice paraphrasing |
| | W.5.2, W.5.4, W.5.8, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 8 | Paraphrase the main idea and important details |
| | W.5.2, W.5.4, W.5.8, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 9 | Include the main ideas and important details in an informative summary draft |
| | W.5.2, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 10 | Paraphrase important information to complete informative summary drafts |
| | W.5.2, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.4.6 |
| Lesson 11 | Add a concluding statement to an informative summary |
| | W.5.2, W.5.4, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 12 | Revise an informative summary to add academic language |

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| | W.5.2, W.5.4, SL.5.1, L.5.6 |
| Lesson 13 | Revise an informative summary to ensure sentences are of varied lengths |
| | W.5.2, W.5.4, SL.5.1, L.5.6 |
| Lesson 14 | Revise and assign rubric scores for an informative summary |
| | W.5.2, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Lesson 15 | Edit and Share informative summaries |
| | W.5.2, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write an informative summary |
| | W.5.2, W.5.4, W.5.5, W.5.10, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Writing Warm-Up Standards | |
| L.5.1.d - Recognize and correct inappropriate shifts in verb tense. L.5.2.d - Use underlining, quotation marks, or italics to indicate titles of works. No Excuse Spelling and Conventions Review | |

Scope of Standards for Informative Report

5th Grade

| Lesson | Objective & CCSS |
|------------------|--|
| Lesson 1 | Understand the informative genre and compare narrative and informative characteristics |
| | W.5.2, SL.5.1, SL.5.3, L.5.1 |
| Lesson 2 | Understand one clear topic and select a state to research |
| | W.5.2, W.5.7, SL.5.1, SL.5.3, L.5.3, L.5.6 |
| Lesson 3 | Use research to develop topics and document sources |
| | W.5.2, W.5.5, W.5.7, W.5.8, SL.5.1, SL.5.2, SL.5.4, L.5.1, L.5.6 |
| Lesson 4 | Continue to use research to develop a topic and document sources |
| | W.5.2, W.5.5, W.5.7, W.5.8, SL.5.1, SL.5.2, SL.5.4, L.5.1, L.5.6 |
| Lesson 5 | Understand that using a quote adds details to a topic and is part of research |
| | W.5.2, W.5.5, W.5.7, W.5.8, SL.5.1, SL.5.2, SL.5.4, L.5.1, L.5.2 |
| Lesson 6 | Write an engaging introduction for an informative report |
| | W.5.2, W.5.4, SL.5.1, L.5.1, L.5.6 |
| Lesson 7 | Organize paragraphs into headings and review the structure of a paragraph |
| | W.5.2, W.5.4, W.5.4, SL.5.1, L.5.1, |
| Lesson 8 | Continue drafting an informative report |
| | W.5.2, W.5.4, W.5.10, SL.5.1,SL.5.4, L.5.1, L.5.6 |
| Lesson 9 | Continue the draft of an informative report |
| | W.5.2, W.5.4, W.5.10, SL.5.1,SL.5.4, L.5.1, L.5.6 |
| Lesson 10 | Write a conclusion that summarizes the main points |
| | W.5.2, W.5.4, W.5.10, SL.5.1,SL.5.4, L.5.1, L.5.6 |
| Lesson 11 | Understand the importance and purpose of content language |
| | W.5.2, SL.5.4, L.5.6 |
| Lesson 12 | Understand compound and complex sentences |

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| | W.5.2, W.5.5, SL.5.1, L.5.3 |
| Lesson 13 | Understand how illustrations can help aid comprehension |
| | W.5.2, SL.5.1 |
| Lesson 14 | Revise and give rubric scores for informative report drafts |
| | W.5.2, W.5.5, SL.5.1, L.5.1, L.5.3, L.5.6 |
| Lesson 15 | Edit and share completed informative reports |
| | W.5.2, W.5.5, SL.5.1, L.5.1, L.5.3, L.5.6 |
| Assessment | Use the elements from the genre chart to independently write an informative report |
| | W.5.2, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2, L.5.3, L.5.6 |
| Writing Warm-Up Standards | |
| L.5.2.a - Use punctuation to separate items in a series. L.5.4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). No Excuse Spelling and Conventions Review | |

Scope of Standards for Informative Response

5th Grade

| Lesson | Objective & CCSS |
|------------------|---|
| Lesson 1 | Understand the genre of Informative Response and practice deeper thinking with forced analogies |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.3 |
| Lesson 2 | Apply a forced analogy to make a connection to a topic |
| | W.5.2, SL.5.1, SL.5.2, SL.5.3, L.5.1, L.5.3 |
| Lesson 3 | Read an informative article. Understand and restate the essential question. |
| | W.5.2, W.5.5, SL.5.1, SL.5.3, L.5.1 |
| Lesson 4 | Takes notes to gather evidence for an Informative Response |
| | W.5.2, W.5.5, W.5.7, SL.5.1, SL.5.2 SL.5.3, L.5.3 |
| Lesson 5 | Write an engaging introduction |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 6 | Continue to draft Informative Response paragraphs |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 7 | Write a conclusion for the Informative Response paper |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 8 | Revise, edit, and share Informative Responses |
| | W.5.2, W.5.5, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3, L.5.6 |
| Lesson 9 | Read a new article to analyze the essential question |
| | W.5.2, W.5.5, SL.5.1, SL.5.3, L.5.1 |
| Lesson 10 | Create an organizer for the response and take notes to gather evidence |
| | W.5.2, W.5.5, W.5.7, SL.5.1, SL.5.2 SL.5.3, L.5.3 |
| Lesson 11 | Make a statement associated with the task and write an engaging introduction |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 12 | Add transition words while drafting an Informative Response |
| | W.5.2, W.5.4, W.5.10, SL.5.1, L.5.1, L.5.2 |

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| Lesson 13 | Continue to draft Informative Response paragraphs |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 14 | Write a conclusion for the Informative Response that includes a connection |
| | W.5.2, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 15 | Revise, edit, and then share Informative Responses |
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| Assessment | Use the elements from the genre chart to independently write an informative response |
| | W.5.2, W.5.5, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3, L.5.6 |
| Writing Warm-Up Standards | |
| L.5.1.a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.2.b - Use a comma to separate an introductory element from the rest of the sentence. No Excuse Spelling and Conventions Review | |

Scope of Standards for Opinion of a Topic

5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand the purpose of opinion writing and select a topic |
| | W.5.1, SL.5.1, SL.5.3, L.5.3, L5.4 |
| Lesson 2 | Understand that there are different points of view for an opinion |
| | W.5.1, W5.7, SL.5.1, SL.5.3, SL5.4 |
| Lesson 3 | Choose a point of view and write an opinion statement on a selected topic |
| | W.5.1, W5.7, SL.5.1, SL.5.3, SL5.4 |
| Lesson 4 | Learn to distinguish between credible and unreliable sources |
| | W.5.1, W.5.7, W.5.8, SL.5.4, SL5.3 |
| Lesson 5 | Understand the purpose and benefit of creating an outline and then practice outlining with evidence for an organized paragraph |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6 |
| Lesson 6 | Outline reasons for an opinion using an organizer |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6 |
| Lesson 7 | Understand the importance of engaging the reader and write an engaging introduction |
| | W.5.1, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 8 | Understand how to use an outline to compose a rough draft and begin drafting |
| | W.5.1, W.5.4, W.5.10, SL.5.1, L.5.1, L.5.2, L5.3 |
| Lesson 9 | Complete the body of a rough draft and add a title |
| | W.5.1, W.5.4, W.5.10, SL.5.1, L.5.1, L.5.2, L5.3 |
| Lesson 10 | Understand the need for audience awareness |
| | W.5.1, W.5.4, W.5.10, SL.5.1, SL.5.5, L.5.1, L.5.2 |
| Lesson 11 | Add a final body paragraph to address a reader's concern |
| | W.5.1, W.5.4, W.5.10, SL.5.1, SL.5.5, L.5.1, L.5.2 |
| Lesson 12 | Understand the restatement conclusion strategy and write the concluding paragraph |

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| | W.5.1, W.5.4, SL.5.1, L.5.1, L.5.2 |
| Lesson 13 | Revise opinion essays to include transition words, phrases, and clauses |
| | W.5.1, W.5.5, SL.5.1, SL.5.2, SL.5.3 L.5.1, L.5.2 |
| Lesson 14 | Apply MLA format to the drafts |
| | W.5.1, W.5.7, W.5.8, SL.5.6, L.5.1, L.5.2, L.5.3 |
| Lesson 15 | Revise and give rubric scores for opinion of a topic drafts |
| | W.5.1, W.45, SL.5.1, SL.5.2, SL.5.3, SL.5.4, L.5.1, L.5.2 |
| Lesson 16 | Edit and share opinion essays |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write an opinion of a topic |
| | W.5.1, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2, L.5.3, L.5.6 |
| Writing Warm-Up Standards | |
| L.5.2.a - Use punctuation to separate items in a series. L.5.2.b - Use a comma to separate an introductory element from the rest of the sentence. No Excuse Spelling and Conventions Review | |

Scope of Standards for Opinion: Literary Response

5th Grade

| Lesson | Objective & CCSS |
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| Lesson 1 | Understand the literary response genre and make opinion statements |
| | W.5.1, SL.5.1, SL.5.3, L.5.3, L.5.4 |
| Lesson 2 | Take notes on text evidence that supports the opinion statement |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6 |
| Lesson 3 | Write an introduction that uses a strategy to engage the reader |
| | W.5.1, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 4 | Draft the body paragraph for a literary response |
| | W.5.1, W.5.4, W.5.10, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Lesson 5 | Write a conclusion that summarizes the opinion |
| | W.5.1, W.5.4, SL.5.1, L.5.1, L.5.2 |
| Lesson 6 | Practice identifying different types of figurative language and add one piece of figurative language to the literary response |
| | W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2, L.4.5 |
| Lesson 7 | Revise literary responses to ensure varied sentence beginnings |
| | W.5.1, W.5.5, SL.5.1, SL.5.2, SL.5.3 L.5.1, L.5.2 |
| Lesson 8 | Share literary responses |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Lesson 9 | Read a new article and write an opinion statement |
| | W.5.1, SL.5.1, SL.5.3, L.5.3, L.5.4 |
| Lesson 10 | Reread the article to gather evidence for the opinion |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6 |
| Lesson 11 | Write an engaging introduction |
| | W.5.1, W.5.4, SL.5.1, SL.5.2 SL.5.3, L.5.1, L.5.2 |
| Lesson 12 | Draft the body paragraphs for the literary response |

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| | W.5.1, W.5.4, W.5.10, SL.5.1, L.5.1, L.5.2, L.5.3 |
| Lesson 13 | Write a conclusion that summarizes the reasons for the opinion |
| | W.5.1, W.5.4, SL.5.1, L.5.1, L.5.2 |
| Lesson 14 | Revise responses to add figurative language |
| | W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2, L.4.5 |
| Lesson 15 | Share literary responses |
| | W.5.1, W.5.5, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3 |
| Assessment | Use the elements from the genre chart to independently write an opinion: literary response |
| | W.5.1, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2, L.5.3, L.5.6 |
| Writing Warm-Up Standards | |
| L.5.1.a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.b - Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. No Excuse Spelling and Conventions Review | |

Suggested Sequence of Instruction for Grades 5

| Genre | Aug/Sept | October | Nov/Dec | January | February | March | April | May |
|----------------------------|----------|---------|---------|---------|----------|-------|-------|-----|
| Six Traits | X | | | | | | | |
| Personal Narrative | X | | | | | | | |
| Narrative Summary | | X | | | | | | |
| Informative Report | | | X | | | | | |
| Opinion of a Topic | | | | X | | | | |
| Informative Response | | | | | X | | | |
| Opinion: Literary Analysis | | | | | | X | | |
| Informative Summary | | | | | | | X | |
| Fictional Narrative | | | | | | | | X |

Sequence Justification

Six Traits: These ten lessons give an overview of the Six Traits, not only to familiarize students with the traits, but to bring them back to their remembrance at the beginning of each new school year.

Personal Narrative: This genre offers students a comfortable entry point back into writing, allowing them to delve into familiar topics they enjoy. It's straightforward and doesn't necessitate research, making it ideal for starting the year. Moreover, it fosters a sense of community within the class, as students share aspects of their lives with one another.

Narrative Summary: Introducing this genre second enables students to apply a new structural framework to their writing while still working within a familiar genre. Its versatility allows for repeated application throughout the school year, maintaining engagement and skill development.

Informative Report: Since informative reports require research, using November and December to teach this genre provides students with ample time to conduct thorough investigations and properly cite sources. Their structural variance from narrative writing may require extra time for students to grasp.

Opinion of a Topic: Sequencing this genre after the informative report allows students to retain the report's structure while exploring a new tone and voice in their writing.

Opinion of a Topic
Informative Response

Opinion: Literary Analysis: These genres are often assessed and should be explicitly taught before state testing to ensure students are prepared

Informative Summary: A fitting follow-up to informative and opinion writing, this genre helps students refine their skills in breaking down and paraphrasing complex information.

Fictional Narrative: Concluding the school year with fictional storytelling maintains student engagement, encouraging imagination and creativity. Additionally, it reinforces the structural concepts introduced earlier in the year, preparing students for revisiting narratives in the fall.

The suggested sequence is just one way to present the genres in Writing by Design. Schools and districts will also have success as they present the genres in a way that reflects their own pacing guides.