











Writing Central Grades 3-5



Pacing Plan: Displayed as 45-minute workshop sessions, 5 days a week, for 4 weeks (can be adjusted as needed)

- Genres can be interchanged or adjusted based on student ability, interest, or curriculum. This chart provides a pacing example. See page 3 and page 18 in the Teacher Guide for all genres and titles within the three text types: opinion, informative, and narrative.
- SRH references the Student Resource Handbook.

Week 1: Narrative		Week 2: Opinion	
Grade 3: Personal Narrative Grade 4: Autobiographical Sketch Grade 5: Biographical Sketch		Grade 3: Flyer Grade 4: Advertisement Grade 5: Advertorial	
DAY 1	Study the Model using the <i>Mentor Card</i> . (35 min) Teach <i>Mini Lesson</i> . (10 min)	DAY 1	Study the Model using the <i>Mentor Card</i> . (35 min) Teach <i>Mini Lesson</i> . (10 min)
DAY 2	Student Practice: Complete <i>BLM 1</i> using the <i>Practice Card</i> . (30 min) Prewrite: Choose a topic and begin <i>BLM 2</i> . (15 min)	DAY 2	Student Practice: Complete <i>BLM 1</i> using the <i>Practice Card</i> . (30 min) Prewrite: Choose a topic and begin <i>BLM 2</i> . (15 min)
DAY 3	Writing Process: (45 min) <ul style="list-style-type: none"> • Finish <i>BLM 2</i>. • Begin writing draft. (SRH p. 51) • Revise: Conference. (SRH pp. 52–53) 	DAY 3	Writing Process: (45 min) <ul style="list-style-type: none"> • Finish <i>BLM 2</i>. • Begin writing draft. (SRH p. 17) • Revise: Conference. (SRH pp. 18–19)
DAY 4	Writing Process: (45 min) <ul style="list-style-type: none"> • Finish writing draft. • Revise: Conference. (SRH pp. 52–53) • Edit: Conference. (SRH pp. 54–55) 	DAY 4	Writing Process: (45 min) <ul style="list-style-type: none"> • Finish writing draft. • Revise: Conference. (SRH pp. 18–19) • Edit: Conference. (SRH pp. 20–21)
DAY 5	Writing Process: (45 min) <ul style="list-style-type: none"> • Edit: Conference. (SRH pp. 54–55) • Publish. (SRH p. 56) • Share. (SRH p. 57) 	DAY 5	Writing Process: (45 min) <ul style="list-style-type: none"> • Edit: Conference. (SRH pp. 20–21) • Publish. (SRH p. 22) • Share. (SRH p. 23)

Week 3: Informative		Week 4: Opinion	
Grade 3: Procedural: How-To Grade 4: Procedural: Recipe Grade 5: Procedural: Experiment		Grades 3–5: Response to Literature	
 DAY 1	Study the Model using the <i>Mentor Card</i> . (35 min) Teach <i>Mini Lesson</i> . (10 min)	 DAY 1	Study the Model using the <i>Mentor Card</i> . (35 min) Teach <i>Mini Lesson</i> . (10 min)
 DAY 2	Student Practice: Complete <i>BLM 1</i> using the <i>Practice Card</i> . (30 min) Prewrite: Choose a topic and begin <i>BLM 2</i> . (15 min)	 DAY 2	Student Practice: Complete <i>BLM 1</i> using the <i>Practice Card</i> . (30 min) Prewrite: Choose a topic and begin <i>BLM 2</i> . (15 min)
 DAY 3	Writing Process: (45 min) • Finish <i>BLM 2</i> . • Begin writing draft. (SRH p. 31) • Revise: Conference. (SRH pp. 34–35)	 DAY 3	Writing Process: (45 min) • Finish <i>BLM 2</i> . • Begin writing draft. (SRH p. 17) • Revise: Conference. (SRH pp. 18–19)
 DAY 4	Writing Process: (45 min) • Finish writing draft. • Revise: Conference. (SRH p. 36–37) • Edit: Conference. (SRH pp.36–37)	 DAY 4	Writing Process: (45 min) • Finish writing draft. • Revise: Conference. (SRH pp. 18–19) • Edit: Conference. (SRH pp. 20–21)
 DAY 5	Writing Process: (45 min) • Edit: Conference. (SRH pp. 36–37) • Publish. (SRH p. 38) • Share. (SRH p. 39)	 DAY 5	Writing Process: (45 min) • Edit: Conference. (SRH pp. 20–21) • Publish. (SRH p. 22) • Share. (SRH p. 23)

Scoring and Evaluation: Rubrics can be found in the Teacher Guide on pages 19–21 or in the Student Resource Handbook on the following pages.

Opinion: SRH pp. 24–25

Informative: SRH pp. 40–41

Narrative: SRH pp. 58–59