

# EXPLICIT WRITING

# KICKSTARTER KIT

UPPER ELEMENTARY  
WRITING RUBRICS,  
SCOPE & SEQUENCE,  
STUDENT CHECKLISTS,  
PERFORMANCE EXPECTATIONS, AND MORE!

**Paragraph Rubric**

CATEGORY	1	2	3	4

**Comprehensive Sentence Writing Program Overview**

Week	Unit	Individual Unit Objective	Link
1	Sentence Structure	Students will understand the fundamental elements of sentence construction, including subjects and predicates, distinguishing between simple and compound sentence structures.	<a href="#">SENTENCE CONSTRUCTION COMPLETE SENTENCES UNIT LINK</a>
2	Sentence Fragments and Run-Ons	Students will identify and correct sentence fragments and run-ons. They'll learn to create complete and coherent sentences that enhance the clarity and readability of their writing.	<a href="#">SENTENCE CONSTRUCTION COMPLETE SENTENCES UNIT LINK</a>
3	Combining Sentences	Students will master the art of combining sentences using conjunctions, relative pronouns, and other techniques.	<a href="#">SENTENCE CONSTRUCTION COMBINING SENTENCES UNIT LINK</a>

**THE WRITING PROCESS**

**PLANNING**



**What is Explicit Writing Instruction?**

Explicit Writing Instruction is a clear, direct, and systematic approach to teaching writing. It involves breaking down the writing process into manageable steps and providing step-by-step guidance to students.

What It Is	What It Does
Step-by-step instruction	Vigilant guidance
Modeled examples and guided practice	Expecting students to do the work
Direct feedback on specific skills	Over-reliance on peer review
Focus on sentence and paragraph structure	Focus only on content
Gradual release of responsibility	Leaving students to figure it out
Revised writing tasks	Unstructured writing

**Benefits of Explicit Writing Instruction:**

- Improves writing quality because explicit instruction helps students understand how to craft well-organized, readable essays and narratives by focusing on elements like sentence structure, transitions, and paragraph organization.
- Increases student confidence in their writing, which gives students the confidence to express their ideas effectively and build a solid foundation for advanced writing when completed.
- Supports diverse learners by providing differentiated instruction that meets different learning needs.

**THE WRITING PROCESS**

- PLANNING**  
An outline to organize thoughts before writing.
- DRAFT, REVISE, EDIT**  
The process of writing and improving your writing.
- FINALIZE**  
A neat, last version of edited and revised writing.
- PROOFREAD**  
The final read through writing to fix any errors.
- SHARE**  
Read, present, or share writing when completed.

**DIGITAL FILE**

Click the links below to create your own editable copies in Google Docs. Each link will prompt you to make a copy—once you do, it's yours to rename, and organize however you'd like. Be sure to move your copy to a specific folder so you can easily find them later.

- [Student Expectations & Teaching Checklists](#)
- [Student Writing Checklists](#)
- [Paragraph & Writing Rubric](#)
- [Year-At-A-Glance 2025/2026](#)
- [Comprehensive Sentence Writing Plans](#)
- [Complete Paragraph Writing Program Unit](#)
- [Informational Essay Writing Plans](#)
- [Opinion Essay Writing Plans](#)
- [Narrative Writing Plans](#)

**THE WRITING PROCESS**

- PLANNING**
- DRAFT**  
EDIT ↔ REVISE
- FINALIZE**
- PROOFREAD**
- SHARE**

# What is Explicit Writing Instruction?

Explicit Writing Instruction is a clear, direct, and systematic approach to teaching writing. It involves breaking down the writing process into manageable steps and providing step-by-step guidance to ensure students understand how to apply writing techniques.

What It Is	What It Is Not
Step-by-step instruction	<i>Vague or general suggestions</i>
Modeled examples and guided practice	<i>Expecting students to "just write"</i>
Direct feedback on specific skills	<i>Over-reliance on peer and self editing</i>
Focus on sentence and paragraph structure	<i>Focus only on creative expression</i>
Gradual release of responsibility	<i>Leaving students to figure it out on their own</i>
Focused writing tasks	<i>Unstructured free-writing</i>

## Benefits of Explicit Writing Instruction

- Improves writing quality because Explicit Writing Instruction helps students **understand how to craft well-organized, coherent essays** and narratives by focusing on elements like sentence structure, transitions, and paragraph organization
- Reduces cognitive overload by **breaking writing tasks into smaller parts**, students can focus on one aspect at a time, reducing the mental load
- Supports diverse learners with **clear instruction** that benefits students with different learning needs, making it easier to differentiate instruction
- Increases student confidence because **students will know the "how" behind writing**, which gives students the ability to express their ideas effectively, and building a solid foundation for future writing tasks

# START HERE

Welcome! You just grabbed The Teacher Next Door's Explicit Writing Kickstarter Kit, and you might be thinking...

*"This is amazing... but where do I start?"*

**We've got you.**

Follow the 3 steps below to start using the kit this week - without stress or overthinking.

---

## ✓ STEP 1: Print These 3 Page Sets First

Start with just these pages:

- **Yearlong Writing Roadmap Year-at-a-Glance:** See the big picture of how and when to teach writing in structured units. You also have digital access, which means you can edit and adjust where needed.
- **Student Writing Expectations Across Grade Levels:** Review where your student should be.
- **Sentence Writing Unit 1, Day 1 Teaching Resources:** We included everything for your first lesson.

## ✎ STEP 2: Plan to Teach Sentence Writing First (Weeks 1–4 of Instruction)

- Your first month is all about building strong sentence writing habits.
- Start with Unit 1 within the Comprehensive Sentence Writing Program
  - These aren't just warm-ups, they're explicit, skill-based lessons that build a lifelong writing foundation. Each one follows a gradual release model to help students grow writing confidence and independence.
  - Don't have TTND's Comprehensive Sentence Writing Program? No problem. We tell you exactly what we teach throughout the entire unit within the [Yearlong Writing Roadmap](#).

## 📦 STEP 3: Glance Ahead — You're Building Toward Paragraphs, Then Essays

- Once your students are writing strong sentences, you'll move into:
  - Paragraph Writing: (Weeks 5–10) → Start with the Unit Planner + Checklist
  - Essay Writing: (Later) → You'll be ready after the foundations are in place

---

## 📄 Access Digital Versions (Google Forms, Editable Docs, & More)

- Everything in this kit also has a digital version for easy planning and customization.

📄 [Click here to access for the digital access section of this PDF.](#)

---

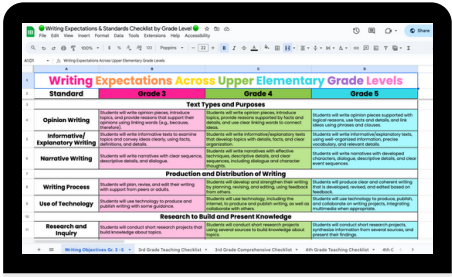


📺 **Prefer to Watch?** Watch this **3-minute** walkthrough video. We'll show you exactly what's included and how to make the most of it.

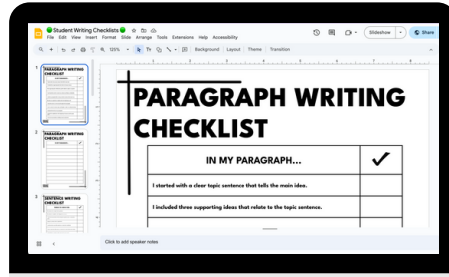
# DIGITAL FILES

Click the links below to create your own editable copies in Google Drive.

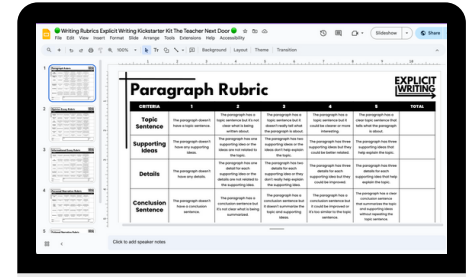
Each link will prompt you to make a copy—once you do, it's yours to edit, rename, and organize however you'd like. Be sure to move your copies into a specific folder so you can easily find them later.



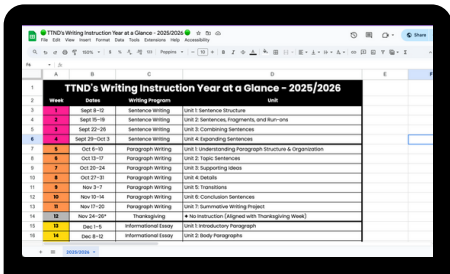
Student Expectations & Teaching Checklists



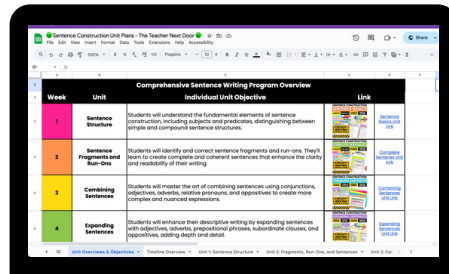
Student Writing Checklists



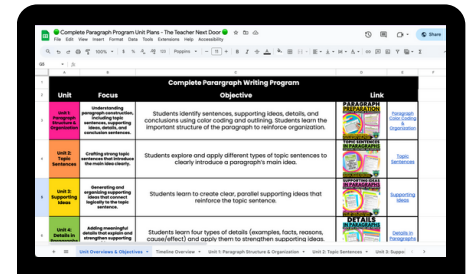
Paragraph & Essay Writing Rubrics



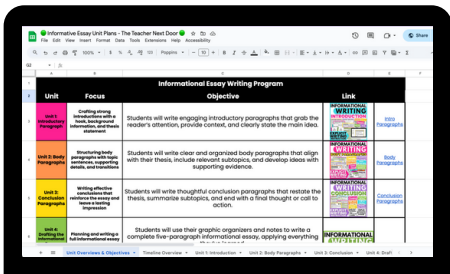
Year-At-A-Glance 2025/2026



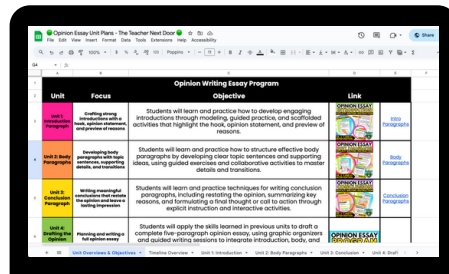
Comprehensive Sentence Writing Plans



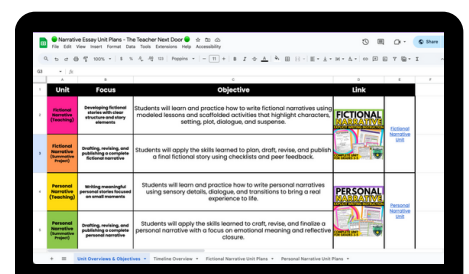
Complete Paragraph Program Unit Plans



Informational Essay Writing Plans



Opinion Essay Writing Plans



Narrative Essay Writing Plans

# PRINTABLE WRITING POSTERS

# THE WRITING PROCESS

① PLANNING

② DRAFT EDIT &  
REVISE

③ FINALIZE

④ PROOFREAD

⑤ SHARE

# THE WRITING PROCESS

① PLANNING

② DRAFT  
EDIT ↔ REVISE

③ FINALIZE

④ PROOFREAD

⑤ SHARE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE WRITING PROCESS

1

## PLANNING

An outline to organize your thoughts before writing

2

## DRAFT, REVISE, EDIT

The process of writing and improving your writing

3

## FINALIZE

A neat, last version of your edited and revised writing

4

## PROOFREAD

The final read through of your writing to fix any errors

5

## SHARE

Read, present, or submit your writing when complete

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE WRITING PROCESS

1

**PLANNING**

2

**DRAFT, REVISE, EDIT**

3

**FINALIZE**

4

**PROOFREAD**

5

**SHARE**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE WRITING PROCESS



## PLANNING

---

---



## DRAFT, REVISE, EDIT

---

---



## FINALIZE

---

---



## PROOFREAD

---

---



## SHARE

---

---

# STUDENT WRITING EXPECTATIONS

This chart gives you a big-picture view of what students are expected to do in writing in each upper elementary grade level. From opinion pieces to narratives, and from using technology to conducting research, you'll see how skills grow across upper elementary.

**This is a great tool to help you:**

- Get clarity on what your grade level is responsible for teaching
- Identify gaps or areas to reinforce
- Collaborate with teammates across grades
- Plan your instruction with end goals in mind
- Determine what upward or downward scaffolding looks like for students

# Writing Expectations Across Upper Elementary Grade Levels

Standard	Grade 3	Grade 4	Grade 5
<b>Text Types and Purposes</b>			
<b>Opinion Writing</b>	Students will write opinion pieces, introduce topics, and provide reasons that support their opinions using linking words (e.g., because, therefore).	Students will write opinion pieces, introduce topics, provide reasons supported by facts and details, and use clear linking words to connect ideas.	Students will write opinion pieces supported with logical reasons, use facts and details, and link ideas using phrases and clauses.
<b>Informative/Explanatory Writing</b>	Students will write informative texts to examine topics and convey ideas clearly, using facts, definitions, and details.	Students will write informative/explanatory texts that develop topics with details, facts, and clear organization.	Students will write informative/explanatory texts, using well-organized information, precise vocabulary, and relevant details.
<b>Narrative Writing</b>	Students will write narratives with clear sequence, descriptive details, and dialogue.	Students will write narratives with effective techniques, descriptive details, and clear sequences, including dialogue and character thoughts.	Students will write narratives with developed characters, dialogue, descriptive details, and clear event sequences.
<b>Production and Distribution of Writing</b>			
<b>Writing Process</b>	Students will plan, revise, and edit their writing with support from peers or adults.	Students will develop and strengthen their writing by planning, revising, and editing, using feedback from others.	Students will produce clear and coherent writing that is developed, revised, and edited based on feedback.
<b>Use of Technology</b>	Students will use technology to produce and publish writing with some guidance.	Students will use technology, including the internet, to produce and publish writing, as well as collaborate with others.	Students will use technology to produce, publish, and collaborate on writing projects, integrating multimedia when appropriate.
<b>Research to Build and Present Knowledge</b>			
<b>Research and Inquiry</b>	Students will conduct short research projects that build knowledge about topics.	Students will conduct short research projects using several sources to build knowledge about topics.	Students will conduct short research projects, synthesize information from several sources, and present their findings.
<b>Using Evidence from Texts</b>	Students will use information from sources to answer questions and support their writing.	Students will gather and organize information from different sources, and use it to support their writing.	Students will quote or paraphrase information from multiple sources and use it to support their ideas in writing.
<b>Range of Writing</b>			
<b>Routine Writing</b>	Students will write regularly for different tasks, purposes, and audiences.	Students will write for a variety of purposes and audiences, adapting their writing style and tone.	Students will write for a range of purposes and audiences, adapting their style to effectively communicate.

# Writing Expectations Across Upper Elementary Grade Levels

Standard	Grade 3	Grade 4	Grade 5
<b>Text Types and Purposes</b>			
<b>Opinion Writing</b>	Students will write opinion pieces, introduce topics, and provide reasons that support their opinions using linking words (e.g., because, therefore).	Students will write opinion pieces, introduce topics, provide reasons supported by facts and details, and use clear linking words to connect ideas.	Students will write opinion pieces supported with logical reasons, use facts and details, and link ideas using phrases and clauses.
<b>Informative/Explanatory Writing</b>	Students will write informative texts to examine topics and convey ideas clearly, using facts, definitions, and details.	Students will write informative/explanatory texts that develop topics with details, facts, and clear organization.	Students will write informative/explanatory texts, using well-organized information, precise vocabulary, and relevant details.
<b>Narrative Writing</b>	Students will write narratives with clear sequence, descriptive details, and dialogue.	Students will write narratives with effective techniques, descriptive details, and clear sequences, including dialogue and character thoughts.	Students will write narratives with developed characters, dialogue, descriptive details, and clear event sequences.
<b>Production and Distribution of Writing</b>			
<b>Writing Process</b>	Students will plan, revise, and edit their writing with support from peers or adults.	Students will develop and strengthen their writing by planning, revising, and editing, using feedback from others.	Students will produce clear and coherent writing that is developed, revised, and edited based on feedback.
<b>Use of Technology</b>	Students will use technology to produce and publish writing with some guidance.	Students will use technology, including the internet, to produce and publish writing, as well as collaborate with others.	Students will use technology to produce, publish, and collaborate on writing projects, integrating multimedia when appropriate.
<b>Research to Build and Present Knowledge</b>			
<b>Research and Inquiry</b>	Students will conduct short research projects that build knowledge about topics.	Students will conduct short research projects using several sources to build knowledge about topics.	Students will conduct short research projects, synthesize information from several sources, and present their findings.
<b>Using Evidence from Texts</b>	Students will use information from sources to answer questions and support their writing.	Students will gather and organize information from different sources, and use it to support their writing.	Students will quote or paraphrase information from multiple sources and use it to support their ideas in writing.
<b>Range of Writing</b>			
<b>Routine Writing</b>	Students will write regularly for different tasks, purposes, and audiences.	Students will write for a variety of purposes and audiences, adapting their writing style and tone.	Students will write for a range of purposes and audiences, adapting their style to effectively communicate.

# YEARLONG TEACHING CHECKLISTS

These easy-to-follow checklists break down each writing standard by grade level, so you can keep track of what's been taught and what still needs attention. They're organized to match the main writing domain like types of writing, production of writing, and research to make it simple to stay aligned with your grade's expectations.

Use these checklists to:

- Plan your instruction more intentionally
- Monitor student progress over time
- Document what standards you've covered

Whether you're mapping out your year or double-checking your coverage, these checklists are here to make your job easier.

# GRADE 3 WRITING STANDARDS CHECKLIST

## Text Types and Purposes

STANDARD	OBJECTIVE	TAUGHT?
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
W.3.1.b	Provide reasons that support the opinion.	
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
W.3.1.d	Provide a concluding statement or section.	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.3.2.b	Develop the topic with facts, definitions, and details.	
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
W.3.2.d	Provide a concluding statement or section.	
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
W.3.3.c	Use temporal words and phrases to signal event order.	
W.3.3.d	Provide a sense of closure.	

## Production and Distribution of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	

## Research to Build and Present Knowledge

STANDARD	OBJECTIVE	TAUGHT?
W.3.7	Conduct short research projects that build knowledge about a topic.	
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	

## Range of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

# GRADE 4 WRITING STANDARDS CHECKLIST

## Text Types and Purposes

STANDARD	OBJECTIVE	TAUGHT?
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
W.4.1.b	Provide reasons that are supported by facts and details.	
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	

## Production and Distribution of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.4.6	With some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

## Research to Build and Present Knowledge

STANDARD	OBJECTIVE	TAUGHT?
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9.a	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
W.4.9.b	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	

## Range of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

# GRADE 5 WRITING STANDARDS CHECKLIST

## Text Types and Purposes

STANDARD	OBJECTIVE	TAUGHT?
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.	
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
W.5.1.d	Provide a concluding statement or section related to the opinion presented.	
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	

## Production and Distribution of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.5.6	With some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	

## Research to Build and Present Knowledge

STANDARD	OBJECTIVE	TAUGHT?
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

## Range of Writing

STANDARD	OBJECTIVE	TAUGHT?
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

# STUDENT WRITING CHECKLISTS

These student-friendly checklists are expertly created to build accountability and independence during the writing process. Each one matches a specific type of writing taught throughout the year, from sentence writing to full essays, so students know exactly what their writing expectations look like.

They're especially helpful for:

- Encouraging self-monitoring and reflection during writing
- Supporting students with IEPs or 504s who benefit from step-by-step guidance
- Giving all writers a clear and consistent structure to follow


Use these checklists during drafting, revising, or even as a final check before turning in work. They're simple, effective, and built to support every student.

*Don't Forget: You have digital access to student writing checklists too so that you can edit them to meet each student's exact needs.*

# Sentence Writing Checklist

Name: \_\_\_\_\_


Date: \_\_\_\_\_

<b>THINGS TO CHECK FOR:</b>	
My sentence has a subject and a predicate.	
My sentence is complete—not a fragment or a run-on.	
I used correct punctuation at the end (period, question mark, or exclamation point).	
I began my sentence with a capital letter.	
I used descriptive words (like adjectives or adverbs) to add detail.	
I used a conjunction (like and, but, or because) to connect ideas when needed.	
I checked that my sentence makes sense and is easy to read.	
I tried to use a different sentence type (declarative, interrogative, etc.).	
I varied my sentence lengths and styles to keep it interesting.	
I checked for capitalization at the beginning of sentences and for proper nouns.	
I used correct punctuation, including commas and periods.	

# Paragraph Writing Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>IN MY PARAGRAPH...</b>	
I started with a clear topic sentence that tells the main idea.	
I included three supporting ideas that relate to the topic sentence.	
Each supporting idea is followed by specific details to explain or expand it.	
I used transition words to connect my sentences and help my writing flow.	
I ended my paragraph with a strong conclusion sentence that wraps it up.	
My ideas are organized in a logical order from beginning to end.	
I stayed focused on one clear topic throughout the paragraph.	
I used a variety of sentence types and lengths to make my writing interesting.	
I indented the first line of my paragraph.	
I checked for capitalization at the beginning of sentences and for proper nouns.	
I used correct punctuation, including commas and periods.	

# Opinion Essay Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>IN MY OPINION ESSAY...</b>	<b>✓</b>
I started the essay with a strong hook that matches the essay topic.	
My topic sentence clearly states my opinion.	
I included three reasons to support my opinion.	
Each paragraph starts with a transition.	
Each paragraph includes a reason for the topic sentence.	
Each paragraph has several details to explain the reason.	
Each paragraph uses good transition words.	
Each paragraph has a conclusion sentence.	
I started the conclusion paragraph with a transition.	
I restated my opinion.	
I restated the three reasons.	
My conclusion gives a final thought or a call to action.	
I reread my essay to make sure it flows well and to check for missing words.	
I used a variety of sentence types and lengths.	
I indented each paragraph.	
I checked for capitalization.	
I made sure to use commas and periods where needed.	
I double-checked spelling and looked up any necessary words.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_


# Informational Essay Checklist

IN MY INFORMATIONAL ESSAY...	✓
The essay has a strong hook.	
The background information gives the reader context.	
The thesis clearly states the topic and three subtopics.	
Each paragraph starts with a clear topic sentence.	
Each paragraph has details to explain the subtopic.	
Each paragraph has a strong conclusion sentence.	
The conclusion paragraph starts with a restated thesis.	
Each subtopic is restated in a separate sentence.	
The conclusion gives a final thought or a call to action.	
The essay flows well and makes sense.	
There are a variety of sentence types and lengths.	
Each paragraph uses transitions where needed.	
Each paragraph is indented.	
Capitalization is accurate.	
Commas and periods are correctly used.	
Spelling is accurate.	

# Personal Narrative Checklist

Name: \_\_\_\_\_


Date: \_\_\_\_\_

<b>IN MY PERSONAL NARRATIVE...</b>	
The beginning has a strong lead and introduces the setting and the character(s).	
The story events were told in time order.	
Transitions (words and phrases) were included and were used appropriately.	
Sensory details were included to help readers visualize the setting.	
The writer's inner thoughts or feelings were included appropriately.	
The ending was strong and gave the story a sense of conclusion.	
The writing flows well and there are no missing words.	
There are a variety of sentence types and lengths.	
Capitalization is accurate.	
Punctuation is accurate.	
Spelling is accurate.	

# Fictional Narrative Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>IN MY FICTIONAL NARRATIVE...</b>	
The beginning has a strong lead and introduces the setting, character(s), and conflict.	
Included obstacles and events in a sequence leading to the climax.	
Used transitions (words and phrases) correctly.	
Used dialogue correctly.	
Included falling action and an ending that showed how the main character had learned a lesson or changed.	
Included strong word choice and a variety of sentence styles and lengths.	
The writing flows well and there are no missing words.	
There are a variety of sentence types and lengths.	
Capitalization is accurate.	
Punctuation is accurate.	
Spelling is accurate.	

# Sentence Writing Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

THINGS TO CHECK FOR:	✓

# Paragraph Writing Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

IN MY PARAGRAPH...	✓

# Opinion Essay Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

✓	In your opinion essay, did you...

# Fictional Narrative Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

✓	In your fictional narrative, did you...

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Personal Narrative Checklist


✓	In your personal narrative, did you...

# Informational Essay Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

✓	In your informational essay, did you...



# **PARAGRAPH AND ESSAY WRITING RUBRICS**

# Paragraph Rubric

CRITERIA	1	2	3	4	5	TOTAL
<b>Topic Sentence</b>	The paragraph doesn't have a topic sentence.	The paragraph has a topic sentence but it's not clear what is being written about.	The paragraph has a topic sentence but it doesn't really tell what the paragraph is about.	The paragraph has a topic sentence but it could be clearer or more interesting.	The paragraph has a clear topic sentence that tells what the paragraph is about.	
<b>Supporting Ideas</b>	The paragraph doesn't have any supporting ideas.	The paragraph has one supporting idea or the ideas are not related to the topic.	The paragraph has two supporting ideas or the ideas don't help explain the topic.	The paragraph has three supporting ideas but they could be better related.	The paragraph has three supporting ideas that help explain the topic.	
<b>Details</b>	The paragraph doesn't have any details.	The paragraph has one detail for each supporting idea or the details are not related to the supporting idea.	The paragraph has two details for each supporting idea or they don't really help explain the supporting idea.	The paragraph has three details for each supporting idea but they could be improved.	The paragraph has three details for each supporting idea that help explain the topic.	
<b>Conclusion Sentence</b>	The paragraph doesn't have a conclusion sentence.	The paragraph has a conclusion sentence but it's not clear what is being summarized.	The paragraph has a conclusion sentence but it doesn't summarize the topic and supporting ideas.	The paragraph has a conclusion sentence but it could be improved or it's too similar to the topic sentence.	The paragraph has a clear conclusion sentence that summarizes the topic and supporting ideas without repeating the topic sentence.	
<b>Transitions</b>	The paragraph does not use any transitions.	The paragraph has one transition.	The paragraph has few or unclear transitions that make the writing hard to follow.	The paragraph uses some transitions or some transitions are not effective or clear.	The paragraph uses clear and effective transitions to organize and connect the ideas.	
<b>Mechanics</b>	The paragraph is not legible or has no attempt at proper capitalization, punctuation, grammar, spelling, or neatness.	The paragraph has many errors in capitalization, punctuation, grammar, spelling, or neatness that make it difficult to read.	The paragraph is not indented or has some errors in capitalization, punctuation, spelling, grammar, or neatness.	The paragraph is indented and mostly has proper capitalization, punctuation, grammar, spelling, and neat handwriting or typing.	The paragraph is indented and has proper capitalization, punctuation, grammar, spelling, and neat handwriting or typing.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Notes:

Score:

# Opinion Essay Rubric

CRITERIA	1	2	3	4	5	TOTAL
<b>Introduction Paragraph</b>	Missing or off-topic. No clear opinion, hook, or reasons.	Opinion is present but unclear. Hook and reasons are weak or unrelated.	Opinion is stated, but hook is weak or missing. Reasons are unclear or underdeveloped.	Hook grabs attention. Opinion is clear. Three reasons are included, though one may be vague.	Hook is engaging and well-matched to the topic. Opinion is clearly stated. Three distinct reasons are provided.	
<b>Supporting Reasons</b>	The essay does not include any reasons to support the opinion.	The essay includes one reason, but it is not explained well.	The essay includes two reasons, but they need more explanation.	The essay includes two strong reasons, but they need more details.	The essay includes three well-explained reasons to support the opinion.	
<b>Body Paragraphs</b>	Reasons and details are missing or confused. Little paragraph structure is evident.	Some reasons are unclear or repeated. Details are limited or off-topic. Transitions are weak or missing.	Most paragraphs include a reason and at least one detail. Some transitions used.	Each paragraph has a clear reason with some details and transitions. Development is mostly solid.	Each paragraph includes a clear reason, strong supporting details, and transitions. Paragraphs are fully developed.	
<b>Conclusion Paragraph</b>	Conclusion is missing or off-topic. New ideas are introduced or essay ends abruptly.	Minimal attempt to restate opinion or reasons. Ending is weak or confusing.	Attempts to restate opinion and reasons, but uses repetitive wording. Ending may be generic.	Opinion and reasons are restated. Ending is relevant and makes sense, but could be more original.	Clearly restates the opinion and three reasons using new wording. Ends with a thoughtful final thought or call to action.	
<b>Organization &amp; Structure</b>	No clear organization. Lacks paragraphing or logical flow.	Structure is hard to follow. Paragraphs may be unbalanced or misplaced.	Basic structure is followed. Transitions or paragraph breaks may be inconsistent or mechanical.	Structure is mostly followed. Some transitions or paragraphing may be inconsistent but overall order is clear.	Follows the 5-paragraph essay structure. Ideas are logically ordered and flow smoothly. Paragraphs are distinct.	
<b>Voice &amp; Word Choice</b>	No persuasive voice. Language is flat or confusing.	Voice is weak. Language is simple or overly repetitive.	Voice is inconsistent. Some vague or repetitive wording. Tone may shift.	Persuasive voice is present. Word choice is appropriate, with some variety.	Writing sounds convincing and purposeful. Vocabulary is precise and varied. Strong persuasive tone throughout.	
<b>Mechanics</b>	Persistent errors make writing difficult to understand.	Frequent errors that interfere with clarity.	Some errors that occasionally distract the reader.	Minor errors that do not affect readability.	Few to no errors. Sentences are clear and correctly punctuated.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Notes:**

**Score:**

# Informational Essay Rubric

CRITERIA	1	2	3	4	5	TOTAL
<b>Introduction Paragraph</b>	Introduction is missing or off-topic. No hook or thesis is clearly stated.	Introduction is missing key parts or is hard to follow. Subtopics may not be listed.	Two of the three parts (hook, background, thesis) are included, but may be vague or confusing.	Hook, background, and thesis are included. One part may be unclear or underdeveloped.	Includes a strong hook, a short background sentence, and a clear thesis statement that names the topic and lists the three subtopics in order.	
<b>Body Paragraphs</b>	Body paragraphs are missing or do not follow the structure. Details are confusing or unrelated.	Some paragraphs are missing or disorganized. Ideas may not match the subtopics in the thesis.	Most paragraphs follow the structure. Some topic sentences or details may be unclear or off-topic.	Paragraphs follow the structure and include most parts. One paragraph may be missing a detail or closing sentence.	Each paragraph starts with a strong topic sentence, includes at least three related details, and ends with a closing sentence that ties it back to the topic. Paragraphs follow the color-coded subtopics from the thesis.	
<b>Conclusion Paragraph</b>	Conclusion is missing or introduces new information.	Attempt is made, but the conclusion is unclear, off-topic, or lacks structure.	Conclusion includes two parts (usually restatement and summary). Final thought may be missing or vague.	Conclusion includes all three parts. Some wording may repeat or lack clarity.	Restates the thesis in new words, summarizes the three subtopics, and ends with a final thought (a question, quote, or big idea).	
<b>Transitions</b>	No transitions are used, or they confuse the reader.	Transitions are attempted but don't help connect ideas well.	Some transitions are used but may be overused, basic, or slightly confusing.	Most transitions are clear and appropriate. May be slightly repetitive.	Uses a variety of transition words (first, next, for example, in conclusion, etc.) that clearly connect ideas and guide the reader.	
<b>Use of Evidence &amp; Elaboration</b>	Little or no support or elaboration is included.	Details are off-topic or repeated. Elaboration is minimal or unclear.	Some relevant facts are included but may lack explanation.	Most facts and details are explained. Some elaboration is present.	Includes facts, definitions, and examples that are clearly explained. Each idea is elaborated on using full sentences that stay on topic.	
<b>Language &amp; Word Choice</b>	Word choice is confusing, incorrect, or too informal for an informational essay.	Language is simple or repetitive. Word choice does not fit the topic well.	Some strong words are used. Repetition or vague words may appear.	Word choice is mostly strong. May repeat some words or include informal language.	Uses academic language, topic-specific words, and varied sentence types. Writing is clear and formal. Avoids repetition.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Notes:**

**Score:**

# Personal Narrative Rubric

CRITERIA	1	2	3	4	5	TOTAL
<b>Introduction &amp; Lead</b>	The narrative does not have a clear beginning.	The lead is present but does not introduce the setting or characters clearly.	The lead introduces the setting and characters, but it could be more engaging or clearer.	The lead introduces the setting and characters well, but it could be stronger or more engaging.	The lead is strong, engaging, and clearly introduces the setting and characters.	
<b>Sequence &amp; Transitions</b>	The events are not in time order, and transitions are missing.	The events are somewhat in order, but transitions are unclear or missing important details.	The events are mostly in order with basic transitions, but they could flow more smoothly.	The events are in time order with good transitions, but they could be smoother.	The events are told in a clear sequence with smooth, appropriate transitions that help the story flow.	
<b>Details &amp; Inner Thoughts</b>	The narrative does not include sensory details or the writer's thoughts/feelings.	The narrative includes a few sensory details and thoughts/feelings, but they do not add much to the story.	The narrative uses some sensory details and thoughts/feelings, but they could be stronger or better connected to the story.	The narrative uses sensory details and thoughts/feelings well, but they could be more vivid or insightful.	The narrative uses vivid sensory details and the writer's thoughts/feelings to add depth and make the story engaging.	
<b>Conclusion</b>	The narrative does not have a clear conclusion or resolution.	The conclusion is present but does not provide closure or reflect on the story.	The conclusion wraps up the story but could provide more closure or reflection.	The conclusion provides closure and reflects on the story, but it could be stronger.	The conclusion is strong, providing closure and reflecting meaningfully on the story.	
<b>Mechanics</b>	The narrative has many errors in capitalization, punctuation, grammar, and spelling, making it difficult to read.	The narrative has some errors in capitalization, punctuation, grammar, and spelling that make it harder to read.	The narrative has a few errors in capitalization, punctuation, grammar, and spelling, but it is mostly readable.	The narrative has proper capitalization, punctuation, grammar, and spelling with only a few minor errors.	The narrative has correct capitalization, punctuation, grammar, and spelling, with neat handwriting or typing.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Notes:**

**Score:**

# Fictional Narrative Rubric

CRITERIA	1	2	3	4	5	TOTAL
<b>Introduction</b>	The narrative does not have a clear introduction or lead.	The lead is present but does not introduce the setting or characters clearly.	The lead introduces the setting and characters, but it could be clearer or more engaging.	The lead introduces the setting and characters well, but it could be stronger.	The lead is strong and clearly introduces the setting and characters in an engaging way.	
<b>Plot Structure</b>	The plot structure is unclear, and the events are not in order.	The events are told in order but lack clear transitions or important details.	The events are mostly in order, but the transitions could be smoother, and more details are needed.	The events are mostly in order, with transitions and details, but could be clearer.	The events are in a clear sequence, with smooth transitions and strong details that help move the story forward.	
<b>Use of Sensory Details</b>	The narrative does not include sensory details to describe the setting.	The narrative includes a few sensory details, but they do not help the reader visualize the setting.	The narrative uses sensory details, but they could be stronger or more consistent in describing the setting.	The narrative uses sensory details well, but they could be more vivid or frequent.	The narrative uses strong sensory details that help the reader clearly visualize the setting.	
<b>Character Development</b>	The narrative does not include the character's thoughts or feelings.	The narrative includes some thoughts or feelings, but they do not develop the character well.	The character's thoughts or feelings are included but could be more developed.	The character's thoughts or feelings are well developed but could be stronger.	The character's thoughts or feelings are well developed and help bring the character to life.	
<b>Conclusion</b>	The narrative does not have a clear conclusion or resolution.	The conclusion is present, but it does not provide a satisfying ending.	The conclusion provides an ending, but it could be clearer or more satisfying.	The conclusion provides a satisfying ending, but it could be stronger.	The conclusion is clear, provides a satisfying ending, and ties the story together.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Notes:

Score:

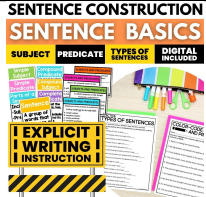
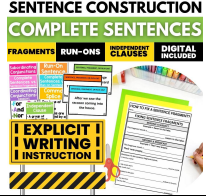

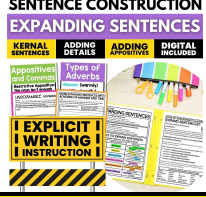
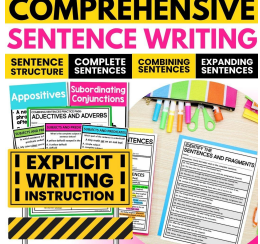


# **COMPLETE YEARLONG WRITING ROADMAP**

# TTND's Writing Instruction Year at a Glance - 2025/2026

Week	Dates	Writing Program	Unit
1	Sept 8–12	Sentence Writing	Unit 1: Sentence Structure
2	Sept 15–19	Sentence Writing	Unit 2: Sentences, Fragments, and Run-ons
3	Sept 22–26	Sentence Writing	Unit 3: Combining Sentences
4	Sept 29–Oct 3	Sentence Writing	Unit 4: Expanding Sentences
5	Oct 6–10	Paragraph Writing	Unit 1: Understanding Paragraph Structure & Organization
6	Oct 13–17	Paragraph Writing	Unit 2: Topic Sentences
7	Oct 20–24	Paragraph Writing	Unit 3: Supporting Ideas
8	Oct 27–31	Paragraph Writing	Unit 4: Details
9	Nov 3–7	Paragraph Writing	Unit 5: Transitions
10	Nov 10–14	Paragraph Writing	Unit 6: Conclusion Sentences
11	Nov 17–20	Paragraph Writing	Summative Writing Project
12	Nov 24–26*	Thanksgiving	◆ No Instruction (Aligned with Thanksgiving Week)
13	Dec 1–5	Informational Essay	Unit 1: Introductory Paragraph
14	Dec 8–12	Informational Essay	Unit 2: Body Paragraphs
15	Dec 15–19	Informational Essay	Unit 3: Conclusion Paragraph
16	Dec 22 - Jan 1	Winter Break	◆ No Instruction (Aligned with Christmas)
17	Jan 5–9	Informational Essay	Unit 4: Drafting an Informational Essay
18	Jan 12–16	Informational Essay	Unit 5: Finalizing the Summative Informational Essay
19	Jan 20–23*	Opinion Essay	Unit 1: Introductory Paragraph (MLK Jr. Day = Short Week)
20	Jan 26–30	Opinion Essay	Unit 2: Body Paragraphs
21	Feb 2–6	Opinion Essay	Unit 3: Conclusion Paragraph
22	Feb 9–13	Opinion Essay	Unit 4: Drafting an Opinion Essay
23	Feb 17–21	Opinion Essay	Unit 5: Finalizing the Summative Opinion Essay
24	Feb 24–28	Fictional Narrative	Week 1: Teach Fictional Narrative
25	Mar 3–7	Fictional Narrative	Week 2: Teach Fictional Narrative
26	Mar 10–14	Fictional Narrative	Week 3: Finalize Fictional Narrative Essay
27	Mar 30–Apr 3	Spring Break	◆ No Instruction (Aligned with Easter Weekend)
28	Apr 7–11	Personal Narrative	Week 1: Teach Personal Narrative
29	Apr 14–18	Personal Narrative	Week 2: Teach Personal Narrative
30	Apr 21–25	Personal Narrative	Week 3: Finalize Personal Narrative Essay
31	May 5–9	End-of-Year Projects	EOY Project Begins
32	May 12–16	End-of-Year Projects	Project Work + Final Drafts
33	May 19–23	End-of-Year Projects	Student Conferences + Publishing
34	May 26–30	End-of-Year Projects	Celebration & Reflection
35	June 2–6	Flexible Week	◆ Catch-Up / Extension

## Comprehensive Sentence Writing Program Overview

Week	Unit	Individual Unit Objective	Link
1	<b>Sentence Structure</b>	Students will understand the fundamental elements of sentence construction, including subjects and predicates, distinguishing between simple and compound sentence structures.	 <a href="#">Sentence Basics Unit Link</a>
2	<b>Sentence Fragments and Run-Ons</b>	Students will identify and correct sentence fragments and run-ons. They'll learn to create complete and coherent sentences that enhance the clarity and readability of their writing.	 <a href="#">Complete Sentences Unit Link</a>
3	<b>Combining Sentences</b>	Students will master the art of combining sentences using conjunctions, adjectives, adverbs, relative pronouns, and appositives to create more complex and nuanced expressions.	 <a href="#">Combining Sentences Unit Link</a>
4	<b>Expanding Sentences</b>	Students will enhance their descriptive writing by expanding sentences with adjectives, adverbs, prepositional phrases, subordinate clauses, and appositives, adding depth and detail.	 <a href="#">Expanding Sentences Unit Link</a>
ALL	<b>Overall Proficiency Objective</b>	<p>Upon completing the four units, students will master the construction and enhancement of sentences with a structured approach to grammar and style. This Comprehensive Sentence Writing Program will help students articulate ideas with enhanced clarity and creativity. By applying Explicit Writing Instruction strategies in sentence structure, coherence, and expansion, students will improve their written communication, ensuring they are equipped with the skills necessary for academic and real-world writing success.</p>	 <a href="#">Comprehensive Sentence Writing Program Link (All Units)</a>

THE TEACHER NEXT DOOR

**Quick Note:** Explicit Writing Instruction is a clear, direct, and systematic approach to teaching writing. It involves breaking down the writing process into manageable steps and providing step-by-step guidance to ensure students understand how to apply writing techniques.

## Sentence Construction Unit Plans

Unit	Focus	Objectives	Suggested Teaching Length
<b>Unit 1:</b> Sentence Structure	Understanding the parts of a sentence and their roles	Students will understand the fundamental elements of sentence construction, including subjects and predicates, distinguishing between simple and compound sentence structures	5 Days
<b>Unit 2:</b> Sentence Fragments and	Identifying and correcting incomplete and run-on sentences	Students will identify and correct sentence fragments and run-ons. They'll learn to create complete and coherent sentences that enhance the clarity and readability of their	5 Days
<b>Unit 3:</b> Combining Sentences	Using conjunctions and other structures to build complex sentences	Students will master the art of combining sentences using conjunctions, adjectives, adverbs, relative pronouns, and appositives to create more complex and nuanced	5 Days
<b>Unit 4:</b> Expanding Sentences	Enhancing sentences to add detail and interest	Students will enhance their descriptive writing by expanding sentences with adjectives, adverbs, prepositional phrases, subordinate clauses, and	5 Days
<b>Total:</b>			20 Instructional Days

## Unit 1: Explicit Writing Instruction – Sentence Structure

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1</b>	Grade 3: L.3.1 Grade 4: L.4.1.F Grade 5: L.5.1.A	Gr 3: Grammar conventions Gr 4: Correct fragments/run-ons Gr 5: Function of conjunctions/prepositions	Introduce the basic elements of sentences with posters and direct instruction. Students will identify subjects and predicates and engage in a sorting activity. <b>Goal: Understand the basic structure of sentences.</b>	- Sentence Structure Posters - Introduction Subjects and Predicates Teacher Page/Student Handout	- Identify Subjects and Predicates Worksheet	- Subjects and Predicates Sort (cut and glue page)
<b>Day 2</b>	Grade 3: L.3.1.F Grade 4: L.4.1.G Grade 5: L.5.1.D	Gr 3: Subject-verb agreement Gr 4: Use frequently confused words Gr 5: Correct verb tense shifts	Reinforce understanding of simple vs. complete subjects and predicates. <b>Goal: Deepen understanding of sentence components and their roles.</b>	- Focus on Subjects Worksheet - Focus on Predicates Worksheet	- Color Code Simple Subjects and Predicates Worksheet - Color Code Complete Subjects and Predicates Worksheet	- Task Cards (set of 32) Simple and Compound Subjects and Predicates
<b>Day 3</b>	Grade 3: L.3.1.I Grade 4: L.4.1.F Grade 5: L.5.1.A	Gr 3: Compound sentences Gr 4: Correct fragments/run-ons Gr 5: Function of conjunctions/prepositions	Focus on compound subjects and predicates with specific examples and structured practice. <b>Goal: Identify and construct sentences with compound elements.</b>	- Introduction Compound Subjects and Predicates Teacher Page/Student Handout	- Compound Subjects and Predicates Worksheet - Practice With Unlikely Animal Friends: Compound Subjects & Predicates Worksheet	- Compound Subjects and Predicates Review/Assessment
<b>Day 4</b>	Grade 3: L.3.1.H Grade 4: L.4.2.D Grade 5: L.5.1.D	Gr 3: Use conjunctions Gr 4: Use commas/quotation marks Gr 5: Correct verb tense shifts	Introduce and practice the four types of sentences. Students engage in creative and structured tasks. <b>Goal: Master the identification and use of different sentence types.</b>	- Types of Sentences Posters - Types of Sentences Introduction Teacher Page/Student Handout	- Practice Types of Sentences Worksheet - Flip the Sentence - Open-ended writing - Create a Sentence - Open-ended writing	- Types of Sentences Sort (cut and glue page)
<b>Day 5</b>	Grade 3: L.3.1 Grade 4: L.4.1.G Grade 5: L.5.1.E	Gr 3: Grammar conventions Gr 4: Use frequently confused words Gr 5: Use correlative conjunctions	Consolidate all learning from the week with comprehensive reviews and assessments. <b>Goal: Ensure retention and understanding of the week's content.</b>	- Review session for all types of sentences and subjects/predicates covered during the week.	- Types of Sentences Review - Unscramble the Sentence (5 sets for differentiation or remediation)	- Simple and Compound Subjects and Predicates Review/Assessment

## Unit 2: Explicit Writing Instruction – Fragments, Run-Ons, and Sentences

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1</b>	Grade 3: L.3.1, Grade 4: L.4.1.F, Grade 5: L.5.1.A	Gr 3: Grammar conventions Gr 4: Correct fragments/run-ons Gr 5: Function of conjunctions/prepositions	Introduce sentence structure and fragmentation using posters and a direct teaching page. Students identify fragments and engage in a sorting activity. <b>Goal: Understand sentence completeness vs. fragments.</b>	- Sentence Fragments and Run-Ons Posters - Introduction Complete Sentences and Fragments Teacher Page/Student Handout	- Identify Sentences and Fragments Worksheet	- Sentence and Fragment Sort (cut and glue page)
<b>Day 2</b>	Grade 3: L.3.1.F, Grade 4: L.4.1.G, Grade 5: L.5.1.D	Gr 3: Subject-verb agreement Gr 4: Use frequently confused words Gr 5: Correct verb tense shifts	Teach identifying fragments and the components missing. <b>Goal: Students learn to convert fragments into complete sentences.</b>	- Which One is the Fragment? Worksheet	- What's Missing (subject or predicate for fragments) Worksheet	- Change the Fragments into Complete Sentences Worksheet
<b>Day 3</b>	Grade 3: L.3.1.I, Grade 4: L.4.1.F, Grade 5: L.5.1.A	Gr 3: Compound sentences Gr 4: Correct fragments/run-ons Gr 5: Function of conjunctions/prepositions	Focus on identifying and fixing run-ons. <b>Goal: Students practice revising run-on sentences into correct sentence structures.</b>	- Introduction Complete Sentences and Run-Ons Teacher Page/Student Handout	- Run-On or Complete Sentence Worksheet	- Fix the Run-On Sentences Worksheet
<b>Day 4</b>	Grade 3: L.3.1.H, Grade 4: L.4.2.D, Grade 5: L.5.1.D	Gr 3: Use conjunctions Gr 4: Use commas/quotation marks Gr 5: Correct verb tense shifts	Deepen understanding of conjunctions and semicolons to correct run-ons. <b>Goal: Enhance sentence construction skills.</b>	- Know Your Conjunctions? (coordinating conjunctions - FANBOYS) Worksheet - Subordinating Conjunctions Worksheet	- How to Fix a Run-On Sentence Teacher Page/Student Handout	- Add a Semicolon to Fix the Run-Ons
<b>Day 5</b>	Grade 3: L.3.1, Grade 4: L.4.1.G, Grade 5: L.5.1.E	Gr 3: Grammar conventions Gr 4: Use frequently confused words Gr 5: Use correlative conjunctions	Review and assess understanding of sentence fragments and run-ons. <b>Goal: Ensure mastery of identifying and correcting sentence errors.</b>	Review all concepts covered with Sentence Fragments and Run-Ons Posters	- Sentence Fragments Review (or Assessment) - Run-On Sentences Review/Assessment	- Color Code: Run-On Sentences and Complete Sentences Worksheets - Sentence Fragments, Run-Ons, and Sentences Sort (cut and glue page)

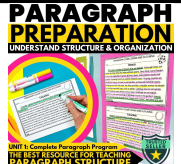
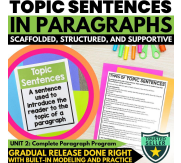

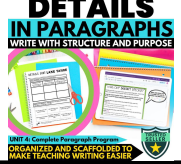

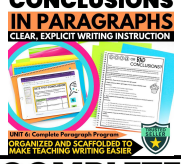

## Unit 3: Explicit Writing Instruction – Combining Sentences

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1</b>	Grade 3: W.3.1c, Grade 4: W.4.2c, Grade 5: W.5.2c	Gr 3: Create compound sentences. Gr 4-5: Combine sentences to create cohesion.	Introduce combining sentences using compound subjects and predicates. <b>Goal: Understand and use compound elements in sentence construction.</b>	- Combining Sentences Posters - Compound Subjects and Predicates Teacher Page	- Combining Sentences: Compound Subjects and Predicates Worksheet	- Imitate Sentence Structures With Compound Subjects and Predicates
<b>Day 2</b>	Grade 3: W.3.1c, Grade 4: W.4.2c, Grade 5: W.5.2c	Gr 3: Create sentences using conjunctions. Gr 4-5: Enhance sentence structure using adjectives and adverbs.	Teach combining sentences using adjectives and adverbs to enhance descriptions. <b>Goal: Improve sentence variety and detail through modifiers.</b>	- Adjectives and Adverbs Teacher Page - Color Coding Adjectives and Adverbs Teacher Page	- Combining Sentences Adjectives and Adverbs Worksheet - Adjectives and Adverbs - Which Sentence is Best? Worksheet	- Combine the Sentences With Adjectives and Adverbs Worksheet
<b>Day 3</b>	Grade 3: W.3.1c, Grade 4: W.4.2c, Grade 5: W.5.2c	Gr 3-5: Use conjunctions and clauses to connect ideas.	Explore the use of coordinating conjunctions in sentence combining. <b>Goal: Master the use of FANBOYS to link independent clauses effectively.</b>	- Coordinating Conjunctions (FANBOYS) Teacher Page - Using Commas With Coordinating Conjunctions Teacher Page	- Color Coding Commas or No Commas for Coordinating Conjunctions Worksheet - Which Conjunction is Best (Coordinating)	- Combining Sentences: Coordinating Conjunctions Worksheet
<b>Day 4</b>	Grade 3: W.3.1c, Grade 4: W.4.2c, Grade 5: W.5.2c	Gr 3-5: Clarify the relationships among complex ideas and concepts using subordinating conjunctions.	Cover subordinating conjunctions and their role in sentence structure. <b>Goal: Enhance sentence complexity with correct use of subordinating conjunctions.</b>	- Subordinating Conjunctions Teacher Page - Types of Subordinating Conjunctions Teacher Page	- Color Coding Commas or No Commas for Subordinating Conjunctions Worksheet - Add the Correct Subordinating Conjunction	- Combining Sentences Practice Page: Subordinating Conjunctions Worksheet - Conjunctions in Sentences Sort (cut and
<b>Day 5</b>	Grade 3: W.3.2a, Grade 4: W.4.2c, Grade 5: W.5.2c	Gr 3: Introduce clarity using relative pronouns and appositives. Gr 4-5: Combine sentences to improve cohesion and clarity.	Introduce relative pronouns and appositives to combine sentences and clarify meaning. <b>Goal: Utilize relative pronouns and appositives to refine and clarify sentence meaning.</b>	- Relative Pronouns Teacher Page - Appositives Teacher Page	- Combining Sentences With Relative Pronouns Worksheet - Combining Sentences: Using Appositives Worksheet	- Imitate Sentence Structures With Relative Pronouns - Imitate Sentence Structures With Appositives

## Unit 4: Explicit Writing Instruction – Expanding Sentences

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1</b>	Grade 3: W.3.2a, Grade 4: W.4.2d, Grade 5: W.5.2d	Gr 3–5: Expand sentences using adjectives to add detail.	Introduce expanding sentences using adjectives to make writing more descriptive. <b>Goal: Enhance sentence detail with appropriate adjectives.</b>	– Combining Sentences Posters – Introduction: Expanding Sentences Teacher Page	– Which Adjective is Best? Worksheet	– Add Adjectives for More Descriptive Writing Worksheet – Unscramble Sentences With Adjectives
<b>Day 2</b>	Grade 3: W.3.2a, Grade 4: W.4.2d, Grade 5: W.5.2d	Gr 3–5: Use adverbs of manner to explain how actions are performed.	Explore how adverbs of manner expand sentences by describing the action more fully. <b>Goal: Apply adverbs of manner effectively in sentence construction.</b>	– Review Adverbs for Expanding Sentences Teacher Page	– Which Adverb is Best? Worksheet	– Add Adverbs of Manner to Describe How Something Happens Worksheet – Unscramble Sentences With Adverbs of Manner
<b>Day 3</b>	Grade 3: W.3.2a, Grade 4: W.4.2d, Grade 5: W.5.2d	Gr 3–5: Incorporate adverbs of time to specify timing of actions.	Teach the use of adverbs of time to specify when actions occur in sentences. <b>Goal: Integrate adverbs of time to enhance sentence timing and context.</b>	– How Do Adverbs of Time Expand Sentences? Teacher Page	– Color Coding Adverbs of Time Worksheet	– Unscramble Sentences With Adverbs of Time – Expanding Sentences With Adverbs of Manner and Time Worksheet
<b>Day 4</b>	Grade 3: W.3.2a, Grade 4: W.4.2d, Grade 5: W.5.2d	Gr 3–5: Use prepositional phrases to add location or time details to sentences.	Discuss how prepositional phrases add location or time details to sentences. <b>Goal: Employ prepositional phrases to provide clearer sentence context.</b>	– Review Prepositional Phrases Introduction Teacher Page	– Color Coding Prepositions Worksheet	– Unscramble Sentences With Prepositional Phrases – Expanding Sentences With Prepositional Phrases Worksheet
<b>Day 5</b>	Grade 3: W.3.2a, Grade 4: W.4.2d, Grade 5: W.5.2d	Gr 3–5: Expand sentences with subordinate clauses and appositives for detailed description.	Review expanding sentences using subordinate clauses and appositives. <b>Goal: Use clauses and appositives to add depth and detail to sentences.</b>	– Review Subordinate Clauses for Expanding Sentences Teacher Page	– Expanding Sentences With Subordinate Clauses Worksheet	– Unscramble Sentences With Appositives – Expand Sentences With Appositives Worksheet

## Complete Paragraph Writing Program

Unit	Focus	Objective	Link
Unit 1: Paragraph Structure & Organization	Understanding paragraph construction, including topic sentences, supporting ideas, details, and conclusion sentences.	Students identify sentences, supporting ideas, details, and conclusions using color coding and outlining. Students learn the important structure of the paragraph to reinforce organization.	 <a href="#">Paragraph Color Coding &amp; Organization</a>
Unit 2: Topic Sentences	Crafting strong topic sentences that introduce the main idea clearly.	Students explore and apply different types of topic sentences to clearly introduce a paragraph's main idea.	 <a href="#">Topic Sentences</a>
Unit 3: Supporting Ideas	Generating and organizing supporting ideas that connect logically to the topic sentence.	Students learn to create clear, parallel supporting ideas that reinforce the topic sentence.	 <a href="#">Supporting Ideas</a>
Unit 4: Details in Paragraphs	Adding meaningful details that explain and strengthen supporting ideas.	Students learn four types of details (examples, facts, reasons, cause/effect) and apply them to strengthen supporting ideas.	 <a href="#">Details in Paragraphs</a>
Unit 5: Transitions	Using transition words to improve the flow of ideas within a paragraph.	Students identify and use a variety of transition words to improve paragraph coherence and sentence flow.	 <a href="#">Transitions</a>
Unit 6: Conclusion Sentences	Writing strong conclusion sentences that wrap up the paragraph effectively.	Students analyze, write, and revise conclusion sentences that effectively close and reinforce the paragraph's message.	 <a href="#">Conclusion Sentences</a>
Summative Paragraph Writing Project	Applying all paragraph-writing skills in an independent writing assignment.	Students complete the full writing process from brainstorming to publishing using all paragraph elements.	 <a href="#">Complete Paragraph Program (ALL UNITS = DISCOUNT)</a>

## Complete Paragraph Program Unit Overview

Unit	Focus	Objectives	Suggested Teaching Length
<b>Unit 1:</b> Paragraph Structure & Organization	Understanding paragraph construction, including topic sentences, supporting ideas, details, and conclusion.	Students identify sentences, supporting ideas, details, and conclusions using color coding and outlining. Students learn the important structure of the paragraph to reinforce organization.	5 Days
<b>Unit 2:</b> Topic Sentences	Crafting strong topic sentences that introduce the main idea clearly.	Students explore and apply different types of topic sentences to clearly introduce a paragraph's main idea.	5 Days
<b>Unit 3:</b> Supporting Ideas	Generating and organizing supporting ideas that connect logically to the topic sentence.	Students learn to create clear, parallel supporting ideas that reinforce the topic sentence.	3 Days
<b>Unit 4:</b> Adding Details	Adding meaningful details that explain and strengthen supporting ideas.	Students learn four types of details (examples, facts, reasons, cause/effect) and apply them to strengthen supporting ideas.	3 Days
<b>Unit 5:</b> Transitions	Using transition words to improve the flow of ideas within a paragraph.	Students identify and use a variety of transition words to improve paragraph coherence and sentence flow.	4 Days
<b>Unit 6:</b> Conclusion Sentences	Writing strong conclusion sentences that wrap up the paragraph effectively.	Students analyze, write, and revise conclusion sentences that effectively close and reinforce the paragraph's message.	3 Days
<b>Summative Assessment</b> of Writing	Applying all paragraph-writing skills in an independent writing assignment.	Students complete the full writing process from brainstorming to publishing using all paragraph elements.	7 Days
<b>Total:</b>			30 Instructional Days

## Unit 1: Paragraph Structure & Organization

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction (I Do / We Do)	Individual Practice or Scaffolding Support (We Do → You Do)	Group Work/Ending Activity
<b>Day 1: Introducing Paragraph Parts Through Color Coding</b>	Gr 3: W.3.2 Gr 4: W.4.2 Gr 5: W.5.2	Write informative texts. Introduce a topic and group related information. Develop a topic with facts and details.	Students are introduced to the parts of a paragraph using color coding. Focus is on identification only, not writing.	<ul style="list-style-type: none"> <li>• Introduce Paragraph Structure Posters (Topic Sentence, Supporting Ideas, Details, Conclusion).</li> <li>• Model sentence-by-sentence color coding using "Insects" passage (print half-sheet).</li> <li>• Explicitly name each part while coloring together (green, yellow, pink).</li> </ul>	<ul style="list-style-type: none"> <li>• Students color-code "Finding a Good Book" together with teacher guidance.</li> <li>• Teacher pauses after each sentence and prompts identification before coloring.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner talk: Identify which sentence was hardest to classify and why.</li> </ul>
<b>Day 2: Reinforcing Paragraph Parts + Alternative Color-Coding Strategy</b>	Gr 3: W.3.2 Gr 4: W.4.2 Gr 5: W.5.2	Group related information together. Provide logically ordered ideas.	Students deepen understanding of paragraph parts and learn an alternative strategy for color coding.	<ul style="list-style-type: none"> <li>• Review Day 1 color coding briefly.</li> <li>• Teach adding a star next to Supporting Ideas before color coding.</li> <li>• Model using "At the Park" passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided practice with "Frozen S'mores" passage using alternative strategy.</li> <li>• Teacher checks topic/conclusion first before allowing full coloring.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair check: Students compare color choices and correct together.</li> </ul>
<b>Day 3: Introducing T-Charts (Outlining Without Writing)</b>	Gr 3: W.3.2 Gr 4: W.4.2 Gr 5: W.5.2	Introduce organizational structure for paragraphs.	Students learn how paragraphs can be outlined using a T-Chart. No passage is written or generated.	<ul style="list-style-type: none"> <li>• Introduce T-Chart Teaching Example: Ocean Animals (no passage).</li> <li>• Explicitly teach that outlines are brief words, not sentences.</li> <li>• Model transferring ideas verbally into the T-Chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Fill in the T-Chart: Ice Cream together as a class.</li> <li>• Emphasize that answers may vary if they make sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work: Complete Fill in the T-Chart: Sports and discuss choices.</li> </ul>
<b>Day 4: Reverse Outlining from Color-Coded Paragraphs</b>	Gr 3: W.3.2 Gr 4: W.4.2 Gr 5: W.5.2	Analyze paragraph structure by reverse outlining.	Students learn that outlines can come from paragraphs, not just before writing.	<ul style="list-style-type: none"> <li>• Model reverse outlining using previously color-coded "We Need Sharks" passage.</li> <li>• Turn page vertically and model T-Chart on back (few words only).</li> </ul>	<ul style="list-style-type: none"> <li>• Students reverse outline "Writing a Story" with teacher guidance.</li> <li>• Teacher circulates to ensure brevity and correct placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent or pair reverse outlining using "Lola" or "Morro Bay." (Students should color code the paragraph first.)</li> </ul>
<b>Day 5: Supporting Ideas &amp; Parallel Structure (Conceptual Only)</b>	Gr 3: W.3.2 Gr 4: W.4.2 Gr 5: W.5.2	Strengthen understanding of supporting ideas and parallel structure.	Students practice generating and evaluating supporting ideas without writing paragraphs.	<ul style="list-style-type: none"> <li>• Use Supporting Ideas Teaching Page and whiteboards.</li> <li>• Model generating three parallel supporting ideas for a topic.</li> <li>• Show Parallel Ideas Poster and discuss non-examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard practice with multiple topics (from Supporting Ideas page).</li> <li>• Play Supporting Ideas Game (Teams A-B-C).</li> </ul>	<ul style="list-style-type: none"> <li>• Exit check: Students explain why one set of supporting ideas works or does not.</li> </ul>

## Unit 2: Topic Sentences

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1: Introduction to Topic Sentences</b>	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Gr 3: Introduce a topic. Gr 4: Introduce a topic clearly. Gr 5: Provide a clear focus for a paragraph.	Introduce the concept of topic sentences and their role in paragraph writing.	Use Topic Sentence Posters to explain the importance and purpose of topic sentences.  Model writing a simple topic sentence.	Topic Sentence Identification Activity: Students classify topic sentences by type.  Sentence Sorting Game: Match topic sentences with paragraph	Partner discussion on topic sentences  Check for Understanding: Identify and label topic sentences from a passage.
<b>Day 2: List Statement &amp; Number Words Topic Sentences</b>	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Gr 3: Introduce a topic. Gr 4: Introduce a topic clearly. Gr 5: Provide a clear focus for a paragraph.	Teach students how to use <b>List Statements</b> and <b>Number Words</b> as topic sentences.	Display examples using List Statement and Number Words Posters.  Model writing examples for different topics.	List Statement & Number Words Worksheet: Students complete topic sentences based on given prompts.	Topic Sentence Matching Activity: Match pre-written topic sentences with their correct type.
<b>Day 3: Two Nouns and Two Commas &amp; Occasion Position Topic Sentences</b>	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Gr 3: Introduce a topic. Gr 4: Introduce a topic clearly. Gr 5: Provide a clear focus for a paragraph.	Teach students how to write <b>Two Nouns and Two Commas</b> and <b>Occasion Position</b> topic sentences.	Use Anchor Charts to break down each type.  Model writing topic sentences using both formats.	Two Nouns & Occasion Position Worksheet: Students complete topic sentences using these structures.	Peer Review: Students exchange and refine their topic sentences.
<b>Day 4: Get Their Attention Topic Sentences &amp; Review</b>	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Gr 3: Introduce a topic. Gr 4: Introduce a topic clearly. Gr 5: Provide a clear focus for a paragraph.	Teach students how to create <b>Get Their Attention</b> topic sentences.	Use Get Their Attention Poster to discuss techniques.  Model writing engaging topic sentences.	Topic Sentence Writing Practice: Students create their own topic sentences for different topics.	Topic Sentence Sort Game: Hands-on sorting activity to categorize different types of topic sentences.
<b>Day 5: Writing &amp; Applying Topic Sentences in Paragraphs</b>	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Gr 3: Introduce a topic. Gr 4: Introduce a topic clearly. Gr 5: Provide a clear focus for a paragraph.	Students integrate their knowledge by applying different types of topic sentences in full paragraphs.	Guide students through selecting and refining topic sentences for their writing.  Model how to build a strong paragraph around a topic	Paragraph Writing Task: Students draft one of each of the types of topic sentences they learned about.	Peer Feedback & Editing: Partners review each other's topic sentences and provide constructive feedback.

## Unit 3: Supporting Ideas

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1: Identifying and Classifying Supporting Ideas</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Gr 3: Develop the topic with facts and details. Gr 4: Group related information together. Gr 5: Provide logically ordered reasons and details.	Introduce the role of supporting ideas in a paragraph.	Use Supporting Ideas Posters to discuss characteristics of strong supporting ideas.  Model identifying supporting ideas in sample paragraphs.	Supporting Ideas Sort: Students classify sentences as topic sentences, supporting ideas, or details.  Rate the Supporting Ideas: Students evaluate supporting ideas based on clarity and relevance.	Partner discussion: Compare and contrast different supporting ideas.  Check for Understanding: Identify the best supporting idea for a given topic.
<b>Day 2: Writing and Structuring Supporting Ideas</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Gr 3: Develop the topic with details. Gr 4: Use facts and definitions to support points. Gr 5: Elaborate on key ideas with facts, definitions, and details.	Teach students how to generate and structure strong supporting ideas.	Model brainstorming supporting ideas using a T-Chart Outline.  Demonstrate how to expand ideas with details.	Supporting Ideas Tic-Tac-Toe Game: Students generate three supporting ideas for given topics.  Supporting Ideas Worksheet: Write and refine supporting ideas for sample topics.	Small group discussion: Students share their supporting ideas and get feedback.
<b>Day 3: Reinforcing Supporting Ideas with Transitions &amp; Parallel Structure</b>	Grade 3: W.3.2c Grade 4: W.4.2c Grade 5: W.5.2c	Gr 3: Use linking words and phrases. Gr 4: Use linking words to connect ideas. Gr 5: Use transitional words to ensure coherence.	Strengthen supporting ideas by adding transitions and ensuring parallel structure.	Use Transitions for Supporting Ideas Poster to introduce transition words.  Model how to revise supporting ideas to ensure parallelism.	Parallel Structure Worksheet: Identify and correct non-parallel supporting ideas.  Supporting Ideas & Transitions Activity: Revise sentences by adding transition words.	Peer review: Students exchange supporting ideas and give suggestions for improvement.

## Unit 4: Details in Paragraph

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1: Introduction to Adding Details</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Gr 3: Develop the topic with facts and details Gr 4: Use facts and definitions to support points. Gr 5: Elaborate on key ideas with facts, definitions, and details.	Introduce the purpose of details and different types of supporting details.	Use Details Posters to introduce four types of details: Examples, Facts & Evidence, Reasons & Explanations, and Cause & Effect.  Model how details strengthen supporting ideas.	Types of Details Sort: Students classify given details into the correct category.  Details Identification Worksheet: Identify different types of details in sample paragraphs.	Partner discussion on why certain details enhance writing.  Exit ticket: Students write one example of each type of detail for a provided supporting idea.
<b>Day 2: Identifying and Evaluating Strong vs. Weak Details</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Gr 3: Develop the topic with details. Gr 4: Use facts and definitions to support points. Gr 5: Elaborate on key ideas with facts, definitions, and details.	Teach students how to evaluate the quality of supporting details in paragraphs.	Model evaluating supporting details using the Examine Details Worksheet.  Discuss how strong details provide clear, relevant information.	Attention to Details Activity: Students rate supporting details as strong, weak, or irrelevant.  Which One Doesn't Belong?  Activity: Identify the detail that does not fit a supporting idea.	Peer feedback session: Students exchange work and discuss how to strengthen details.
<b>Day 3: Writing and Refining Details in Paragraphs</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Gr 3: Develop the topic with details. Gr 4: Use facts and definitions to support points. Gr 5: Elaborate on key ideas with facts, definitions, and details.	Students apply their understanding by writing and refining supporting details in full paragraphs.	Model writing a paragraph by adding strong supporting details to each supporting idea.  Demonstrate revising for clarity and coherence.	Adding Details Worksheet: Students write two details for given supporting ideas.  It's All in the Details: Students complete a concept map to organize details before writing.	Peer editing: Partners review paragraphs and provide feedback on detail strength.  Whole-class discussion: Share examples of strong supporting details.

## Unit 5: Transitions

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1: Introduction to Transitions</b>	Grade 3: W.3.2c Grade 4: W.4.2c Grade 5: W.5.2c	Gr 3: Use linking words and phrases. Gr 4: Use linking words to connect ideas. Gr 5: Use transitional words to ensure coherence.	Introduce transition words and their role in improving writing flow.	Use Transitions Posters to introduce different categories of transition words.  Model identifying transitions in example paragraphs.	Transitions Sorting Activity: Students categorize transitions into types (time, sequence, contrast, addition, conclusion, etc.).  Finding Transitions Worksheet: Students highlight transitions in	Partner Discussion: Why do transitions matter?  Check for Understanding: Write a sentence using a transition word correctly.
<b>Day 2: Identifying and Using Transitions in Sentences &amp; Paragraphs</b>	Grade 3: W.3.2c Grade 4: W.4.2c Grade 5: W.5.2c	Gr 3: Use linking words and phrases. Gr 4: Use linking words to connect ideas. Gr 5: Use transitional words to ensure coherence.	Reinforce understanding by analyzing transitions in writing.	Model Fill-in-the-Blank Transition Practice using the Transitions in Writing Worksheet.  Guide students through finding effective transitions for different paragraph structures.	Transition Fill-in-the-Blank Activity: Students select the best transitions for given sentences.  Transition Bridge Activity: Students revise choppy sentences by adding transitions.	Peer Review: Students swap work and check for effective use of transitions.
<b>Day 3: Applying Transitions in Student Writing</b>	Grade 3: W.3.2c Grade 4: W.4.2c Grade 5: W.5.2c	Gr 3: Use linking words and phrases. Gr 4: Use linking words to connect ideas. Gr 5: Use transitional words to ensure coherence.	Students apply transition words in their own paragraph writing.	Review Transition List Handout and model how to integrate transitions naturally in writing.  Demonstrate revising a paragraph to improve transition use.	Rewrite Without Transitions: Students receive a paragraph with transitions removed and rewrite it using appropriate transitions.  Writing Task: Write a paragraph incorporating at least three	Partner Feedback: Students exchange paragraphs and underline effective transitions.
<b>Day 4: Revising Writing for Better Flow Using Transitions</b>	Grade 3: W.3.2c Grade 4: W.4.2c Grade 5: W.5.2c	Gr 3: Use linking words and phrases. Gr 4: Use linking words to connect ideas. Gr 5: Use transitional words to ensure coherence.	Strengthen writing by improving transitions and sentence flow.	Model Before & After Revision—show a paragraph before and after adding transitions.  Guide students through revising their own writing.	Editing with Transitions Checklist: Students revise and edit their own paragraphs.  Final Writing Task: Students refine a paragraph with a focus on transition use.	Small Group Conferencing: Teacher provides targeted feedback on transition use.

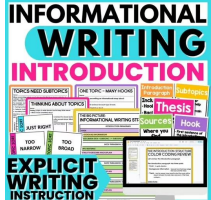
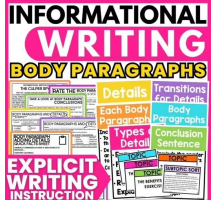
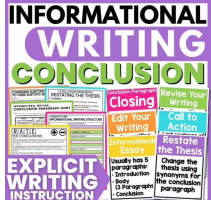
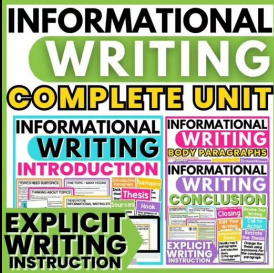

## Unit 6: Conclusion Sentences

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>Day 1: Introduction to Conclusion Sentences</b>	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Gr 3: Provide a conclusion. Gr 4: Provide a concluding statement. Gr 5: Provide a conclusion related to the topic.	Introduce the role of conclusion sentences in paragraph writing.	Use Conclusion Sentences Posters to discuss the purpose of conclusions.  Teach strategies such as rewording the topic sentence, summarizing the main idea, and avoiding new information.	Good or Bad Conclusions Activity: Students evaluate and sort strong vs. weak conclusion sentences.  Identifying Conclusions Worksheet: Students highlight conclusion sentences in sample paragraphs.	Partner discussion: What makes a strong conclusion?  Exit ticket: Write a conclusion sentence for a given topic sentence.
<b>Day 2: Identifying &amp; Evaluating Strong vs. Weak Conclusions</b>	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Gr 3: Provide a conclusion. Gr 4: Provide a concluding statement. Gr 5: Provide a conclusion related to the topic.	Teach students how to recognize and revise weak conclusions.	Model revising weak conclusions using the Examine Conclusions Worksheet.  Demonstrate common mistakes such as adding new information, repeating the topic sentence exactly, or being too vague.	Rate That Conclusion Activity: Students rate given conclusion sentences as strong or weak and explain why.  Change the Conclusion Worksheet: Students rewrite weak conclusions to improve them.	Peer review: Students swap and provide feedback on rewritten conclusion sentences.
<b>Day 3: Writing &amp; Refining Conclusion Sentences</b>	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Gr 3: Provide a conclusion. Gr 4: Provide a concluding statement. Gr 5: Provide a conclusion related to the topic.	Apply strategies by writing and refining conclusion sentences.	Model writing a variety of strong conclusion sentences. Guide students through using synonyms, varying sentence structure, and connecting ideas smoothly.	Writing Conclusions Worksheet: Students create multiple conclusion sentences for different paragraphs.  Editing with a Conclusion Checklist: Students revise their own conclusions.	Peer Editing Groups: Partners review and improve each other's conclusion sentences. Whole-class share: Students present improved conclusions.

# Summative Paragraph Writing Project

Day	Standards	Lesson Focus	Lesson Overview	Activities	Individual Practice or Scaffolding Support
<b>Day 1: Choosing a Topic &amp; Brainstorming</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students choose a topic and generate supporting ideas before outlining their paragraph.	Guide students through selecting a strong topic using a Topic Brainstorming Chart. Model brainstorming supporting ideas with a T-Chart.	Brainstorming Worksheet: Students list potential topics and supporting ideas.  T-Chart Activity: Organize (or research) supporting ideas before outlining.	Partner discussion: Share topics and supporting ideas for feedback.
<b>Day 2: Outlining the Paragraph</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students create a structured paragraph outline, ensuring strong organization.	Model using a T-Chart and Paragraph Outline Template to plan topic sentence, supporting ideas, details, transitions, and conclusion.	Outline: Students complete a paragraph outline with labeled sections.	Peer check: Students swap outlines and give feedback on supporting ideas and organization.
<b>Day 3: Drafting the Paragraph</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students begin writing their first draft using their outline as a guide.	Model how to expand an outline into a full paragraph with proper transitions. Emphasize using varied sentence structures for flow.	Writing Task: Students draft their paragraphs following their outline.	Small group conferencing: Teacher or peers provide initial feedback on paragraph drafts.
<b>Day 4: Peer Review &amp; Color-Coding Revision</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students revise by checking structure and clarity, using color coding to analyze paragraph components.	Model Color-Coding Revision Strategy: Green = Topic & Conclusion, Yellow = Supporting Ideas, Pink = Details, Underline = Transitions.	Color-Coding Activity: Students revise and annotate their drafts, labeling paragraph parts.	Peer Review Checklist: Partners evaluate clarity, transitions, and paragraph strength.
<b>Day 5: Editing for Grammar &amp; Clarity</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Focus on grammar, sentence fluency, and word choice.	Teach Editing Checklist: Common grammar errors, punctuation, transition usage.	Editing Stations: Students rotate through tasks (grammar, transitions, word choice).	Partner Editing: Use a checklist to provide feedback on sentence structure and clarity.
<b>Day 6: Final Revisions &amp; Polishing</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students revise based on peer and self-feedback, ensuring clarity and coherence.	Model Before & After Revision Examples showing improvements in transitions and details.	Final Revisions Task: Students refine paragraph structure, transitions, and sentence variety.	Small group discussion: Share key changes made in final revision.
<b>Day 7: Publishing &amp; Reflection</b>	Grade 3: W.3.5, W.3.2 Grade 4: W.4.5, W.4.2 Grade 5: W.5.5, W.5.2	Students complete and submit their final drafts, reflecting on their growth.	Guide students in Self-Reflection Prompts on their writing progress.	Final Draft Submission: Students turn in polished paragraphs. Optional: Typed or handwritten final versions for a class display.	Whole-class share: Volunteers read their paragraphs aloud, discuss challenges and successes.

## Informational Essay Writing Program

Unit	Focus	Objective	Link	
Unit 1: Introductory Paragraph	Crafting strong introductions with a hook, background information, and thesis statement	Students will write engaging introductory paragraphs that grab the reader's attention, provide context, and clearly state the main idea.		<a href="#">Intro Paragraphs</a>
Unit 2: Body Paragraphs	Structuring body paragraphs with topic sentences, supporting details, and transitions	Students will write clear and organized body paragraphs that align with their thesis, include relevant subtopics, and develop ideas with supporting evidence.		<a href="#">Body Paragraphs</a>
Unit 3: Conclusion Paragraphs	Writing effective conclusions that reinforce the essay and leave a lasting impression	Students will write thoughtful conclusion paragraphs that restate the thesis, summarize subtopics, and end with a final thought or call to action.		<a href="#">Conclusion Paragraphs</a>
Unit 4: Drafting the Informational Essay	Planning and writing a full informational essay	Students will use their graphic organizers and notes to write a complete five-paragraph informational essay, applying everything they've learned.		<a href="#">Complete Informational Writing Unit (ALL UNITS = DISCOUNT!)</a>
Unit 5: Summative Paragraph Writing Project	Refining writing and publishing final drafts	Students will revise for clarity and organization, edit for conventions, and publish polished informational essays.		

## Informational Essay Writing Program

Unit	Focus	Objectives	Suggested Teaching Length
<b>Unit 1:</b> Introductory Paragraphs	Crafting strong introductions with a hook, background information,	Students will write engaging introductory paragraphs that grab the reader's attention, provide context, and clearly state the main idea.	5 Days
<b>Unit 2:</b> Body Paragraphs	Structuring body paragraphs with topic sentences, supporting	Students will write clear and organized body paragraphs that align with their thesis, include relevant subtopics, and develop ideas with supporting evidence.	10 Days
<b>Unit 3:</b> Conclusion Paragraphs	Writing effective conclusions that reinforce the essay and leave a	Students will write thoughtful conclusion paragraphs that restate the thesis, summarize subtopics, and end with a final thought or call to action.	5 Days
<b>Unit 4:</b> Drafting the Essay	Planning and writing a full informational essay	Students will use their graphic organizers and notes to write a complete five-paragraph informational essay, applying everything they've learned.	5 Days
<b>Unit 5:</b> Revising, Editing, and Final Drafts	Refining writing and publishing final drafts	Students will revise for clarity and organization, edit for conventions, and publish polished informational essays.	5 Days
<b>Total:</b>			30 Instructional Days

## Unit 1: Informative Essay: The Introduction

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
<b>1</b>	Grade 3: W.3.2 Grade 4: W.4.2 Grade 5: W.5.2	Write informative/explanatory texts to examine a topic and convey ideas clearly.	Intro to Informational Writing vs. Narrative	Compare genres using anchor charts; class discussion	Complete "What is Informational Writing?" and genre sort	Partner check + genre anchor chart match
<b>2</b>	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Develop the topic with facts, definitions, and concrete details.	Choosing a Topic	Model "Too Broad, Too Narrow, Just Right" with posters	Topic sorting and "Thinking About Topics" brainstorming	Topic Sort task cards or Google Form version
<b>3</b>	Grade 3: W.3.5 Grade 4: W.4.5 Grade 5: W.5.5	With guidance, plan writing by brainstorming and organizing ideas.	Subtopics & Research Basics	Introduce subtopics and the 5-paragraph structure	Subtopic Sort (Earthquake activity)	Begin note-taking on selected topic
<b>4</b>	Grade 3: W.3.8 Grade 4: W.4.8 Grade 5: W.5.8	Recall or gather relevant information from sources and paraphrase appropriately.	Research & Paraphrasing	Teach paraphrasing using "Art of Paraphrasing" + model examples	Practice paraphrasing from short texts	Peer review: identify plagiarism vs. paraphrasing
<b>5</b>	Grade 3: W.3.1a, W.3.2a Grade 4: W.4.1a, W.4.2a Grade 5: W.5.1a, W.5.2a	Introduce a topic clearly and group related information logically.	Introduction Paragraph Structure	Color-coded paragraph samples (Mozart, Blobfish, Victoria Falls)	Write hook, background, and thesis using scaffolds	Hook/thesis match game or writing center challenge

## Unit 2: Informative Essay: The Body Paragraphs

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice/Scaffolding	Group/Center Work
1	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Introduce a topic and group related information logically.	Essay Structure Overview	Revisit informational structure chart and concept map	Use "Informational Writing Structure" + posters	Anchor chart color-code sort
2	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Introduce a topic and group related information logically.	Body Paragraph Structure	Teach 3 parts: topic sentence, details, closing	Use "The Body Paragraph" handout + posters	Color code: "Playing Darts as a Hobby"
3	Grade 3: W.3.2a Grade 4: W.4.2a Grade 5: W.5.2a	Introduce and develop a topic with facts and definitions.	Identify Paragraph Parts	Practice identifying topic, detail, and conclusion	Complete "Which One is Which?" and "Can You Identify These?"	Partner check and card sort
4	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Develop the topic with facts, definitions, and concrete details.	Topic Sentences from Thesis	Teach how to generate topic sentences from thesis	Model + complete "Topic Sentences for Subtopics from the Thesis"	Topic sentence match game
5	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Develop the topic with facts, definitions, and concrete details.	Matching Subtopics to Topic	Analyze which subtopics support a topic well	Use "Matching Subtopics" + "One Topic, Three Subtopics"	Subtopic Sort – cut and glue or digital
6	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Develop the topic with relevant facts, definitions, and details.	Details in Body Paragraphs	Review how to support topic with strong details	"Which Detail Doesn't Belong?" and "Spot the Random Detail"	Body Paragraph Sort (Pizza)
7	Grade 3: W.3.2b Grade 4: W.4.2b Grade 5: W.5.2b	Develop the topic with facts and concrete details from research.	Supporting with Research	Model with Area 51 + Quick Facts (Animal Communication)	"Body Paragraph and Details" + "Quick Fact Sheet"	Turn research into support sentences

8	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Body Paragraph Conclusions	Teach how to close each paragraph effectively	"Creating Conclusions" + Rate/Review Conclusion Worksheets	Group writing challenge: restate & conclude
9	Grade 3: W.3.2 Grade 4: W.4.2 Grade 5: W.5.2	Write informative texts to examine a topic and convey ideas clearly.	Full Paragraph Writing	Plan and write a complete body paragraph	Use model (Blue Whales) then scaffold own writing	Peer feedback: color code paragraph parts
10	Grade 3: W.3.2 Grade 4: W.4.2 Grade 5: W.5.2	Write informative texts using structure, transitions, and details.	Reinforce with Color Coding	Color-code full example essay: The Culper Spy Ring	Complete reverse outline activity	Body Paragraph review game or "Stump the Experts" subtopic practice

## Unit 3: Informative Essay: The Conclusion

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice/Scaffolding	Group/Center Work
1	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Intro to Conclusion Paragraphs	Use posters + "Conclusion Paragraph" overview page	Discuss 3 parts: Restated Thesis, Subtopic Summary, Final Thought	Color code: Trapdoor Spiders
2	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Restating the Thesis	Model using synonyms and new sentence structure	"Restating the Thesis" teaching page + student practice pages	Peer review using whiteboards or cards
3	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Summarizing Subtopics	Show how to turn subtopics into supporting sentence summaries	"Changing Subtopics in a Thesis" + Quick Fact Sheets	Small group support + partner feedback
4	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Final Thought or Call to Action	Model both types of endings and evaluate examples	"Judge the Conclusions" + "Which One is Better?" worksheets	Final thought/call-to-action challenge cards
5	Grade 3: W.3.2d Grade 4: W.4.2d Grade 5: W.5.2d	Provide a concluding statement or section related to the information presented.	Writing the Conclusion Paragraph	Scaffold and draft a full conclusion paragraph	Giraffe, wheel, or gorilla intro to write conclusion (with Quick Facts)	Color code The Pony Express essay + reverse outline review

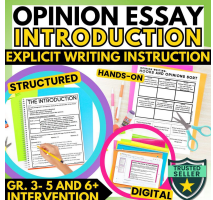
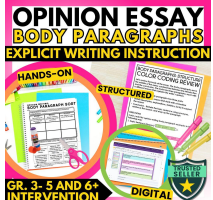
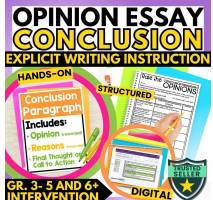
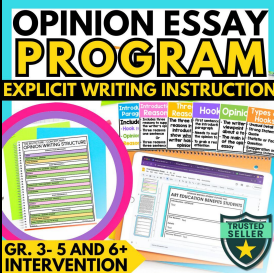
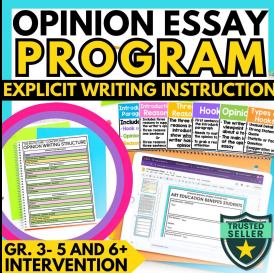
## Unit 4: Informative Essay: Drafting the Essay

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice/Scaffolding	Group/Center Work
1	Grade 3: W.3.5 Grade 4: W.4.5 Grade 5: W.5.5	With guidance, plan writing by brainstorming, organizing, and sequencing ideas.	Planning the Essay	Review structure using organizer + notes	Model planning an essay using "Topic + 3 Subtopics"	Students complete their graphic organizers and outline page
2	Grade 3: W.3.2, W.3.4 Grade 4: W.4.2, W.4.4 Grade 5: W.5.2, W.5.4	Write informative texts with a clear structure and appropriate development.	Drafting the Intro Paragraph	Review hooks, background, and thesis	Model writing an introduction using sentence stems or prior examples	Draft introduction in writing journals or docs
3	Grade 3: W.3.2a-b Grade 4: W.4.2a-b Grade 5: W.5.2a-b	Develop body paragraphs with topic sentences and supporting details.	Drafting Body Paragraphs 1 & 2	Model one body paragraph at a time with scaffold	Use topic sentences + detail stems to guide students	Students write first 2 body paragraphs
4	Grade 3: W.3.2c-d Grade 4: W.4.2c-d Grade 5: W.5.2c-d	Use linking words and a concluding section to strengthen writing.	Drafting Body Paragraph 3 + Conclusion	Model final body paragraph + recap of subtopics	Use quick fact scaffolds or notes to support detail writing	Draft final body paragraph and full conclusion
5	Grade 3: W.3.2, W.3.5 Grade 4: W.4.2, W.4.5 Grade 5: W.5.2, W.5.5	Write and revise informative texts for clarity, organization, and support.	Full Read-Through + Begin revisions	Read full essay aloud for flow, structure, and clarity	Teacher mini-lessons: transition words or paragraph structure check	Revise essay independently, using color-coding or checklists

## Unit 5: Informative Essay: Revision, Editing, and Final Draft

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice/Scaffolding	Group/Center Work
1	Grade 3: W.3.5 Grade 4: W.4.5 Grade 5: W.5.5	With guidance, develop and strengthen writing by planning, revising, and editing.	Revision Strategies	Introduce the revision process using anchor charts/checklists	Model revising a paragraph for clarity and transitions	Use revision checklist to revise one paragraph
2	Grade 3: L.3.1–2 Grade 4: L.4.1–2 Grade 5: L.5.1–2	Demonstrate command of grammar and usage when writing or speaking.	Sentence-Level Edits	Review sentence structure, combining, and transitions	Mini-lesson: improve bland or awkward sentences	Students revise 2–3 sentences in each paragraph
3	Grade 3: L.3.1–3 Grade 4: L.4.1–3 Grade 5: L.5.1–3	Use correct grammar, capitalization, punctuation, and spelling.	Conventions & Editing	Review spelling, punctuation, and grammar rules	Editing mini-lesson using modeled mistakes from real drafts	Use editing checklist + partner proofreading
4	Grade 3: W.3.6 Grade 4: W.4.6 Grade 5: W.5.6	Produce and publish writing using digital tools as appropriate.	Final Draft Publishing	Go over formatting and expectations for published work	Students publish clean copy: write or type essay	Optional: add illustrations or bibliography page
5	Grade 3: W.3.6 Grade 4: W.4.6 Grade 5: W.5.6	Publish and present writing to peers and adults.	Sharing & Reflection	Reflect on writing growth and share final essays	Students complete author's reflection sheet	Share essays aloud, in gallery walk, or online platform

## Opinion Writing Essay Program

Unit	Focus	Objective	Link
<b>Unit 1: Introduction Paragraph</b>	<b>Crafting strong introductions with a hook, opinion statement, and preview of reasons</b>	Students will learn and practice how to develop engaging introductions through modeling, guided practice, and scaffolded activities that highlight the hook, opinion statement, and preview of reasons.	 <a href="#">Intro Paragraphs</a>
<b>Unit 2: Body Paragraphs</b>	<b>Developing body paragraphs with topic sentences, supporting details, and transitions</b>	Students will learn and practice how to structure effective body paragraphs by developing clear topic sentences and supporting ideas, using guided exercises and collaborative activities to master details and transitions.	 <a href="#">Body Paragraphs</a>
<b>Unit 3: Conclusion Paragraphs</b>	<b>Writing meaningful conclusions that restate the opinion and leave a lasting impression</b>	Students will learn and practice techniques for writing conclusion paragraphs, including restating the opinion, summarizing key reasons, and formulating a final thought or call to action through explicit instruction and interactive activities.	 <a href="#">Conclusion Paragraphs</a>
<b>Unit 4: Drafting the Opinion Essay</b>	<b>Planning and writing a full opinion essay</b>	Students will apply the skills learned in previous units to draft a complete five-paragraph opinion essay, using graphic organizers and guided writing sessions to integrate introduction, body, and conclusion components.	 <a href="#">Complete Opinion Essay Writing Unit (ALL UNITS = DISCOUNT!)</a>
<b>Unit 5: Finalizing the Opinion Essay</b>	<b>Revising, editing, and publishing final drafts</b>	Students will engage in revision and editing activities with teacher and peer feedback, refining their essays and participating in a final peer-sharing or showcase to celebrate their published work.	 

## Opinion Essay Unit Overview

Unit	Focus	Objectives	Suggested Teaching Length
<b>Unit 1:</b> Introduction Paragraphs	Crafting strong introductions with a hook, opinion statement, and preview of reasons	Students will learn and practice how to develop engaging introductions through modeling, guided practice, and scaffolded activities that highlight the hook, opinion, and preview of reasons.	5 Days
<b>Unit 2:</b> Body Paragraphs	Developing body paragraphs with topic sentences, supporting	Students will learn and practice how to structure body paragraphs by writing strong topic sentences and developing supporting ideas with evidence and	5 Days
<b>Unit 3:</b> Conclusion Paragraphs	Writing meaningful conclusions that restate the opinion and leave a	Students will learn and practice how to write conclusion paragraphs that restate the opinion, summarize reasons, and end with a final thought or call to action.	5 Days
<b>Unit 4:</b> Drafting the Essay	Planning and writing a full opinion essay	Students will independently apply previously learned skills to draft a complete five-paragraph opinion essay using planning tools and scaffolded writing time.	10 Days
<b>Unit 5:</b> Revising, Editing, and Final Drafts	Revising, editing, and publishing final drafts	Students will revise for clarity, edit for conventions, and publish a polished final draft. They will also participate in peer sharing or a class showcase.	5 Days
<b>Total:</b>			30 Instructional Days

## Unit 1: Opinion Essay – The Introduction

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	Grade 3: W.1 Grade 4: W.4.1 Grade 5: W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Intro to Opinion Writing vs. Narrative	Use anchor charts to compare genres; lead a discussion on opinion writing structure	Complete “What Is Opinion Writing?” and genre sort page	Partner genre sort match-up activity
2	Grade 3: W.1a Grade 4: W.4.1a Grade 5: W.5.1a	Introduce the topic and clearly state an opinion.	Choosing a Strong Topic	Model “Too Broad, Too Narrow, Just Right” using opinion posters	Complete “Thinking About Topics” and brainstorm strong topics	Topic Sort task cards or Google Form center
3	Grade 3: W.1b Grade 4: W.4.1b Grade 5: W.5.1b	Provide reasons that support the opinion.	Exploring Opinion & Reason Connections	Play “Stump the Experts” game to model reasons that support opinions	Choose 2–3 favorite topics and list 3 strong reasons for each	Peer partner feedback: Are the reasons strong and distinct?
4	Grade 3: W.1a Grade 4: W.4.1a Grade 5: W.5.1a	Introduce a topic and group related ideas logically.	Hooks and Opinion Statements	Teach types of hooks with anchor chart and examples; model matching hooks to opinions	Complete “Name That Hook” and “One Topic, Many Hooks”	Hook and Opinion matching center activity
5	Grade 3: W.1a, W.1b Grade 4: W.4.1a, W.4.1b Grade 5: W.5.1a, W.5.1b	Introduce a topic and opinion, and support with reasons.	Writing the Full Introduction Paragraph	Model and color-code sample intro paragraphs; discuss structure	Students write their own intro paragraph using scaffolds	Peer partner color coding + share-out in pairs

## Unit 2: Opinion Essay – The Body Paragraphs

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	Grade 3: W.1b Grade 4: W.4.1b Grade 5: W.5.1b	Provide reasons that support the opinion.	Topic Sentences in Body Paragraphs	Use anchor chart and posters to model how to turn reasons into topic sentences	Complete “Body Paragraphs and Topic Sentences” worksheet	Topic sentence sorting activity (match reason to sentence)
2	Grade 3: W.1b Grade 4: W.4.1b Grade 5: W.5.1b	Provide reasons supported by facts and details.	Supporting Details That Match the Reason	Model examples + play “Stump the Experts” game to generate matching details	Practice: generate 3 details for a given reason	“Which Detail Doesn’t Belong?” partner sort
3	Grade 3: W.1c Grade 4: W.4.1c Grade 5: W.5.1c	Use linking words and phrases to connect ideas.	Using Transitions Within Body Paragraphs	Teach types of transitions using poster + example paragraphs	Add transitions to sample details using sentence frames	“One of These is Not Like the Other” detail sort
4	Grade 3: W.1d Grade 4: W.4.1d Grade 5: W.5.1d	Provide a concluding statement or section.	Concluding Sentences for Body Paragraphs	Model how to wrap up a paragraph by restating the reason in a new way	Write concluding sentences to match given topic sentences	“Rate the Conclusion Sentences” partner or small group activity
5	Grade 3: W.1b–d Grade 4: W.4.1b–d Grade 5: W.5.1b–d	Provide reasons, use linking words, and end with a conclusion.	Putting It All Together: Body Paragraph Practice	Model complete body paragraph with color coding and transitions	Write a full body paragraph from reason → details → conclusion	Color coding paragraph activity + peer revision with checklists

## Unit 3: Opinoin Essay – The Conclusion

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	Grade 3: W.1d Grade 4: W.4.1d Grade 5: W.5.1d	Provide a concluding statement or section.	What Makes a Strong Conclusion?	Use poster to introduce the 3 parts: restate opinion, summarize reasons, final thought or CTA	Complete color coding activity: Music Classes Should Be Required	Peer review of conclusions: What works? What's missing?
2	Grade 3: W.1a Grade 4: W.4.1a Grade 5: W.5.1a	Introduce and restate an opinion clearly.	Restating the Opinion in a New Way	Model how to reword the opinion using synonyms + sentence frames	"Restating the Opinion" worksheet + synonym substitution activity	Hook/Opinion vs. Conclusion/Opinion match game
3	Grade 3: W.1b Grade 4: W.4.1b Grade 5: W.5.1b	Provide reasons that support the opinion.	Summarizing Key Reasons in the Conclusion	Teach how to restate the 3 reasons in 1–3 brief summary sentences	Use graphic organizers to draft the middle part of a conclusion	Sentence scramble: match reason summaries to original body paragraphs
4	Grade 3: W.1d Grade 4: W.4.1d Grade 5: W.5.1d	Provide a concluding statement or section.	Crafting a Final Thought or Call to Action	Use posters to explain the difference + model examples of both	Complete "What is a Final Thought?" and "What is a Call to Action?" worksheets	Sorting center: final thought vs. call to action statements
5	Grade 3: W.1a–d Grade 4: W.4.1a–d Grade 5: W.5.1a–d	Write an organized, complete conclusion paragraph.	Write Your Own Conclusion Paragraph	Model with "Art Education Benefits Students" paragraph + color code together	Write full conclusion paragraph for opinion topic using scaffold	Peer share: swap and color code a classmate's conclusion

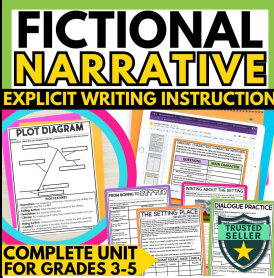
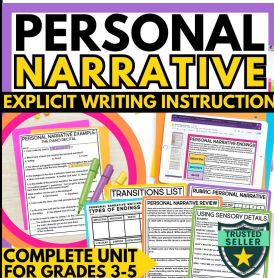
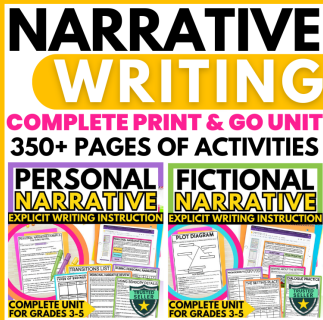
## Unit 4: Opinion Essay – Drafting, Editing, and Revising the Essay

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	3rd: W.3.1 4th: W.4.1 5th: W.5.1	Write opinion pieces with clear structure and support.	Launch the Essay: Prewriting + Outline Review	Review essay components; model outlining from a prompt	Students complete a structured outline for their essay	Peer review: swap outlines and check clarity of reasons
2	3rd: W.3.1a 4th: W.4.1a 5th: W.5.1a	Introduce the topic and clearly state an opinion.	Drafting the Introduction Paragraph	Model hook → opinion → 3 reasons using mentor text	Students write intro paragraph from outline	Partner share and check for clear opinion statements
3	3rd: W.3.1b 4th: W.4.1b 5th: W.5.1b	Provide reasons that support the opinion.	Drafting Body Paragraph 1: Topic Sentence + 1 Detail	Model writing topic sentence + expanding with one strong detail	Students write the beginning of their first body paragraph	Small group writing support with teacher check-ins
4	3rd: W.3.1b–c 4th: W.4.1b–c 5th: W.5.1b–c	Provide reasons and use linking words.	Drafting Body Paragraph 1: Finish with Details + Conclusion	Model adding additional details + a wrap-up sentence	Students complete body paragraph 1	Peer color coding: topic, detail, conclusion sentences
5	3rd: W.3.1b 4th: W.4.1b 5th: W.5.1b	Provide a second reason that supports the opinion.	Drafting Body Paragraph 2: Full Paragraph	Model paragraph 2 using alternate sentence structures	Students write full second body paragraph	Partner paragraph revision: check for repetition
6	3rd: W.3.1b–d 4th: W.4.1b–d 5th: W.5.1b–d	Develop and conclude third body paragraph.	Drafting Body Paragraph 3: Full Paragraph	Model how to vary transitions + write a strong final body	Students complete third body paragraph	Peer read-aloud: listen for clarity and flow
7	3rd: W.3.1d 4th: W.4.1d 5th: W.5.1d	Provide a concluding statement or section.	Drafting the Conclusion Paragraph	Review 3 parts: restate opinion, summarize reasons, final thought	Students draft conclusion paragraph	Swap with partner for structure check
8	3rd: W.3.5 4th: W.4.5 5th: W.5.5	Develop and strengthen writing through feedback.	Rereading & Revising for Clarity	Model revising a paragraph for stronger word choice or transitions	Students revise and annotate their own drafts	Partner highlight: best sentence in each paragraph

9	3rd: W.3.1 4th: W.4.1 5th: W.5.1	Apply opinion writing structure independently.	Drafting Day: Catch-Up or Final Body Paragraph Work	Teacher mini-conferences to support pacing and ideas	Students finish drafts and polish paragraphs	Peer feedback if finished early
10	3rd: W.3.5 4th: W.4.5 5th: W.5.5	Strengthen writing through planning, revising, and editing.	Full Essay Peer Review + Final Self-Check	Model using rubrics and student checklists for feedback	Students review and self-assess their essays	Peer rubric review stations or small group critiques

## Unit 5: Opinion Essay – Summative Essay Writing Project

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	3rd: W.3.5 4th: W.4.5 5th: W.5.5	Develop and strengthen writing through revision.	Revising for Fluency, Clarity, and Word Choice	Model revising a teacher sample to improve sentence variety	Students revise 2 paragraphs focusing on clarity and fluency	Partner “glow/grow” feedback activity
2	3rd: L.3.1, L.3.2 4th: L.4.1, L.4.2 5th: L.5.1, L.5.2	Demonstrate command of grammar, capitalization, and punctuation.	Editing Mechanics: Spelling and Grammar	Mini-lesson on common writing errors and editing tips	Students complete editing checklist with focus on conventions	Grammar and punctuation fix-it task cards in centers
3	3rd: W.3.5 4th: W.4.5 5th: W.5.5	Use feedback to refine and finalize writing.	Final Draft Prep + Rubric Review	Model scoring a sample essay using rubric and checklist	Students finalize edits and prepare final version	Peer scoring stations: use rubrics to give feedback
4	3rd: W.3.6 4th: W.4.6 5th: W.5.6	With guidance, use digital tools to produce and publish writing.	Publishing Day	Review publishing expectations (handwritten or typed)	Students create polished final drafts	Publishing station: typing, adding title pages, etc.
5	3rd: SL.3.4 4th: SL.4.4 5th: SL.5.4	Present information clearly and effectively.	Peer Share or Author Celebration	Model how to respectfully share work and listen as an audience	Students read selected parts of their essays aloud	Author’s Chair, round-table sharing, or gallery walk

Unit	Focus	Objective	Link	
<b>Fictional Narrative (Teaching)</b>	Developing fictional stories with clear structure and story elements	Students will learn and practice how to write fictional narratives using modeled lessons and scaffolded activities that highlight characters, setting, plot, dialogue, and suspense.	 <p><b>FICTIONAL NARRATIVE</b> EXPLICIT WRITING INSTRUCTION COMPLETE UNIT FOR GRADES 3-5</p>	<a href="#">Fictional Narrative Unit</a>
<b>Fictional Narrative (Summative Project)</b>	Drafting, revising, and publishing a complete fictional narrative	Students will apply the skills learned to plan, draft, revise, and publish a final fictional story using checklists and peer feedback.		
<b>Personal Narrative (Teaching)</b>	Writing meaningful personal stories focused on small moments	Students will learn and practice how to write personal narratives using sensory details, dialogue, and transitions to bring a real experience to life.	 <p><b>PERSONAL NARRATIVE</b> EXPLICIT WRITING INSTRUCTION COMPLETE UNIT FOR GRADES 3-5</p>	<a href="#">Personal Narrative Unit</a>
<b>Personal Narrative (Summative Project)</b>	Drafting, revising, and publishing a complete personal narrative	Students will apply the skills learned to craft, revise, and finalize a personal narrative with a focus on emotional meaning and reflective closure.		
<p><a href="#">Click here for the link to the money saving bundle that contains BOTH units!</a></p>			 <p><b>NARRATIVE WRITING</b> COMPLETE PRINT &amp; GO UNIT 350+ PAGES OF ACTIVITIES PERSONAL NARRATIVE FICTIONAL NARRATIVE EXPLICIT WRITING INSTRUCTION EXPLICIT WRITING INSTRUCTION COMPLETE UNIT FOR GRADES 3-5 COMPLETE UNIT FOR GRADES 3-5</p>	

## Narrative Writing Units Overview

Unit	Focus	Objectives	Suggested Teaching Length
<b>Fictional Narrative</b>	Writing strong fictional narratives with developed characters, setting, plot, and clear structure.	Students will learn and practice how to plan, develop, and revise fictional narratives using modeled lessons, mentor texts, and scaffolded tools that highlight story elements like character, setting, rising action, climax, and resolution.	15 Days
<b>Personal Narrative</b>	Writing strong personal narratives with vivid small moments and reflective meaning.	Students will learn and practice how to write personal narratives by brainstorming meaningful experiences, crafting vivid leads and endings, using sensory details and dialogue, and revising for clarity and purpose.	15 Days
<b>Total:</b>			30 Instructional Days

## Fictional Narrative Unit Plans

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	Grade 3: W.3.3, Grade 4: W.4.3, Grade 5: W.5.3	Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.	What is Narrative Writing?	Introduce narrative writing using poster + "What is Narrative Writing?" page	Complete Elements of Story handout using mentor text	Book bin genre sort: identify genres from class texts
2	Grade 3: W.3.3a, Grade 4: W.4.3a, Grade 5: W.5.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Elements of a Story	Teach 5 key elements using "The Dot" and anchor charts	Fill out Elements of a Story graphic organizer	Identify elements in a familiar story (partner or small group)
3	Grade 3: W.3.3a, Grade 4: W.4.3a, Grade 5: W.5.3a	Establish a situation and organize event sequence.	Plot Diagram Basics	Use rollercoaster analogy + plot diagram poster	Complete student plot diagram handout	Use plot diagram with mentor text (Amazing Grace)
4	Grade 3: W.3.3a, Grade 4: W.4.3a, Grade 5: W.5.3a	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Describing Setting	Model using sensory details from pictures	Fill out "Describe the Setting" page	Setting scavenger hunt or sort cards
5	Grade 3: W.3.3a, Grade 4: W.4.3a, Grade 5: W.5.3a	Introduce characters and develop their personalities using details.	Creating Characters	Use "Character Traits" anchor and model with "Character Mix" or "Opposite" page	Choose and describe their own character	Character interview or guess-who game
6	Grade 3: W.3.3b, Grade 4: W.4.3b, Grade 5: W.5.3b	Use dialogue and description to develop experiences and events or show the response of characters to situations.	Writing Dialogue	Model with "Tips for Dialogue" and speech bubble activity	Complete dialogue practice worksheet	Dialogue punctuation matching or sort game

7	Grade 3: W.3.3a, Grade 4: W.4.3a, Grade 5: W.5.3a	Organize event sequences that unfold naturally.	Rising Action Events	Model how to build tension using "Rising Action" organizer	Plan rising action using events sort or graphic organizer	Match conflict to events center
8	Grade 3: W.3.3c, Grade 4: W.4.3c, Grade 5: W.5.3c	Use a variety of transitional words and phrases to manage the sequence of events.	Adding Suspense	Use "Ways to Add Suspense" and model rewriting	Rewrite bland sentences with suspense	Suspense practice strips and share out
9	Grade 3: W.3.3c, Grade 4: W.4.3c, Grade 5: W.5.3c	Use temporal words and phrases to signal event order.	Transition Words	Model adding transitions to a story	Complete transitions worksheet	Transition matching game or partner writing
10	Grade 3: W.3.3d, Grade 4: W.4.3d, Grade 5: W.5.3d	Provide a sense of closure.	Story Resolution Types	Use anchor chart + Langdor Resolution example	Identify resolution type + complete worksheet	Resolution scavenger hunt
11	Grade 3: W.3.3-d, Grade 4: W.4.3-d, Grade 5: W.5.3-d	Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.	Prewriting and Planning	Review rubric and plot diagram + character page	Use outline to begin writing exposition and rising action	Peer review of plans with feedback
12	Grade 3: W.3.3-d, Grade 4: W.4.3-d, Grade 5: W.5.3-d	Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.	Drafting Day 2	Mini-lesson: transition reminders + suspense	Write middle (climax and falling action)	Partner read and check for flow
13	Grade 3: W.3.3-d, Grade 4: W.4.3-d, Grade 5: W.5.3-d	Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.	Drafting Day 3	Model writing a resolution with anchor chart	Write final section of story	Highlight key events with partner

14	Grade 3: W.3.3-d, Grade 4: W.4.3-d, Grade 5: W.5.3-d	Develop and strengthen writing by planning, revising, and editing.	Revising for Description and Dialogue	Review checklist + model revision	Revise using checklist (sensory, dialogue, transitions)	Revision buddy share + sticky note suggestions
15	Grade 3: W.3.3-d, Grade 4: W.4.3-d, Grade 5: W.5.3-d	Produce and publish clear and coherent writing appropriate to task, purpose, and audience.	Final Draft Day	Review editing checklist + model errors	Edit and finalize stories for publishing	Celebration share-out or author's chair

## Personal Narrative Unit Plans

Day	Standards	Standard Descriptions	Lesson Overview	Whole Group Instruction	Individual Practice or Scaffolding Support	Group/Center Work
1	Grade 3: W.3.3, Grade 4: W.4.3, Grade 5: W.5.3	Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.	What is a Personal Narrative?	Introduce personal narrative and structure using anchor chart and "What is a Personal Narrative?" page	Fill out "Structure of a Personal Narrative" with example story	Mentor text sort: true story vs. fiction
2	W.3.3a W.4.3a W.5.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Small Moments vs. Big Ideas	Model identifying small moments with teacher examples	Complete "Small Moments" sort and student worksheet	Small group brainstorm: personal narrative-worthy topics
3	W.3.3a W.4.3a W.5.3a	Establish a situation and introduce a narrator and/or characters.	Brainstorming Topics	Model with "Thinking About Topics" + mentor texts	Students generate topic lists from life experience	Partner topic share + feedback round
4	W.3.3a W.4.3a W.5.3a	Use effective leads to engage readers.	Types of Narrative Leads	Introduce 6 lead types with examples	"Change the Lead" worksheet: make it better	Lead type match game + scavenger hunt in books
5	W.3.3a W.4.3a W.5.3a	Use leads to improve student writing.	Write 3 Possible Leads	Model writing 3 different leads for same topic	Students write 3 leads for one story idea	Partner pick favorite lead and explain why
6	W.3.3b W.4.3b W.5.3b	Use dialogue and description to develop events or show characters' responses.	Show, Don't Tell	Model with "Marco was angry" vs. show example	Complete Show, Don't Tell practice worksheet	Partner read and guess emotion game

7	W.3.3b W.4.3b W.5.3b	Use sensory details to develop events and setting.	Using Sensory Details	Introduce 5 senses chart and model vivid writing	Complete sensory detail brainstorm	Sensory setting card sort or writing game
8	W.3.3b W.4.3b W.5.3b	Use dialogue correctly and effectively.	Writing Dialogue	Teach rules + model with speech bubbles	Dialogue practice worksheet + peer check	Dialogue punctuation sort
9	W.3.3c W.4.3c W.5.3c	Use transitional words and phrases to manage event sequence.	Transitions in Personal Narratives	Teach transitions by paragraph (beginning, middle, end)	Complete transitions worksheet	Transition card match game or peer quiz
10	W.3.3d, W.4.3d, W.5.3d	Provide a sense of closure.	Types of Narrative Endings	Introduce 8 types of endings + mentor examples	Complete "Name that Ending" + ending sort	Ending scavenger hunt with picture books
11	W.3.3-d W.4.3-d W.5.3-d	Write narratives using effective technique, description, and clear sequence.	Plan and Outline	Review expectations with rubric + model topic planning	Students complete personal narrative outline	Peer outline partner check
12	W.3.3-d W.4.3-d W.5.3-d	Write narratives using effective technique, description, and clear sequence.	Drafting Day 1	Model beginning with a strong lead + small moment	Students write first paragraph	Partner share and highlight leads
13	W.3.3-d, W.4.3-d, W.5.3-d	Write narratives using effective technique, description, and clear sequence.	Drafting Day 2	Model transitions + rising action + emotion	Students write middle paragraphs	Peer feedback on detail and flow

14	W.3.3-d W.4.3-d W.5.3-d	Develop and strengthen writing by revising.	Revising and Enhancing Details	Model using checklist and revise for dialogue/sensory details	Students revise draft using checklist	Partner revision stations with sticky notes
15	W.3.3-d W.4.3-d W.5.3-d	Edit and publish writing.	Final Draft Day	Model editing using editing checklist	Students edit and publish final copy	Celebration share or author gallery walk

**FREE LESSON**

**COMPREHENSIVE  
SENTENCE WRITING  
UNIT 1 - DAY 1  
MATERIALS**

# Sentence

**A group of words that expresses a complete thought**

# Parts of a Sentence

**Includes:**

- **Subject**
- **Predicate**

# Subject

- **Tells who or what the sentence is about**
- **Always includes a noun**

# Predicate

- **Tells what the subject is, has, or does**
- **Always includes a verb**

# Simple Subject

- **Tells who or what the sentence is about**
- **Only a noun (no modifiers)**

# Complete Subject

- Tells who or what the sentence is about
- The noun and its modifiers

# Simple Predicate

- **Tells what the subject is, has, or does**
- **Always includes a verb (no modifiers)**

# Complete Predicate

- **Tells what the subject is, has, or does**
- **Always includes a verb and its modifiers**

# Compound Subject

- **Tells which two nouns or pronouns the sentence is about**
- **The nouns or pronouns are separated by a conjunction (and, or, but)**
- **Shares the same predicate**

# Compound Predicate

- **Tells at least two things the subject(s) is/has/does**
- **The verbs or verb phrases are separated by a conjunction (and, or, but)**
- **Shares the same subject(s)**

## INTRODUCTION:

# SUBJECTS AND PREDICATES

A sentence is a group of words that expresses a complete thought.

A sentence must have a subject and a predicate.

### The subject:

- Tells who or what the sentence is about
- Always includes a noun

#### Look at this sentence:

The tiny bird built a nest in the tree.

The **SIMPLE SUBJECT (only the noun)** = bird

The **COMPLETE SUBJECT (the noun and its modifiers)** = The tiny bird

### The predicate:

- Tells what the subject is, has, or does
- Always includes a verb

#### Look at this sentence:

The tiny bird built a nest in the tree.

The **SIMPLE PREDICATE (only the verb)** = built

The **COMPLETE PREDICATE (the verb and its modifiers)** = built a nest in a tree

## EXAMPLE:

SIMPLE SUBJECT

SIMPLE PREDICATE

A baby **bird** **flew** out of the nest.

COMPLETE SUBJECT

COMPLETE PREDICATE

# IDENTIFY THE SUBJECTS AND PREDICATES

Name: \_\_\_\_\_

**Directions: Circle the simple subjects. Draw a box around the simple predicates.**

1. The homemade cookies taste fresh and delicious.
2. Our cat, Callie, loves to play with yarn.
3. My friends from the neighborhood came to the picnic.
4. The baseball team practiced on the field near my school.
5. Her favorite teacher plays music during writing time.
6. His dog enjoys catching Frisbees.

**Directions: Underline the complete subjects in BLUE. Underline the complete predicates in PURPLE.**

1. This morning, my Dad drank coffee at the kitchen table.
2. Walking every day is a great way to get exercise.
3. The movie theater opens its doors at noon.
4. I enjoy pizza with pepperoni.
5. My little brother plays the piano by ear.
6. The house on the corner needs to be painted.

# SENTENCE WRITING: SUBJECT AND PREDICATE SORT

Name: \_\_\_\_\_

SIMPLE SUBJECT:	SIMPLE PREDICATE:

COMPLETE SUBJECT:	COMPLETE PREDICATE:

© The Teacher Next Door

rode his new bike	our new school
laughed	jordan
the green caterpillar	cooked spaghetti last night
mom	climbs



Match each subject and predicate to its category by cutting and gluing each rectangle under the correct category above.



**WE HAVE A MAJOR**

**PROBLEM**

**WITH WRITING**

**INSTRUCTION.**

**THE TEACHER NEXT DOOR**

# WRITING INSTRUCTION IS BROKEN.

---

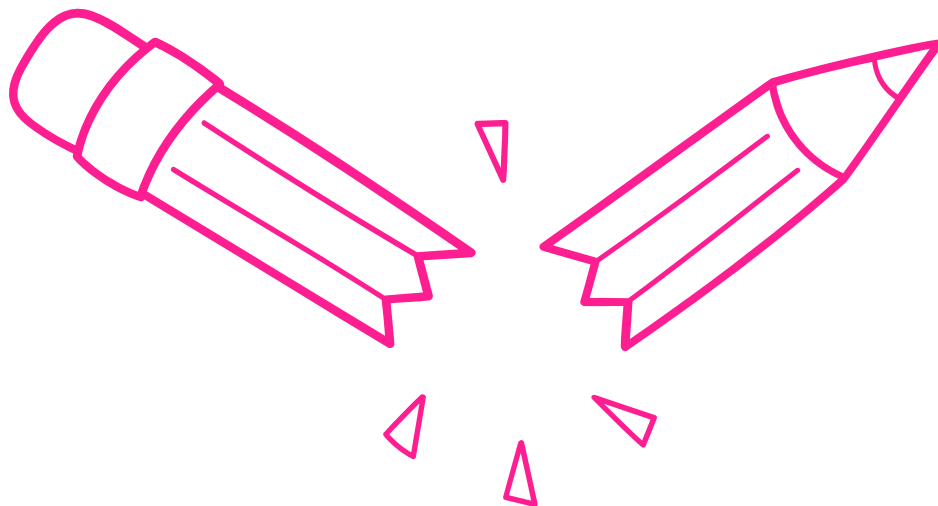
For too long, outdated methods like Writer's Workshop and "just keep writing" approaches have dominated upper elementary classrooms.

**Programs jump straight into projects that just skim the surface without ever building the strong writing foundation students *desperately* need.**

And when students struggle, the solution offered isn't better instruction, it's more cutesy writing prompts designed to "make writing fun."

Fun isn't the problem.

***The problem is students aren't being taught how to write.***



# THE TRUTH NO ONE WANTS TO SAY OUT LOUD.

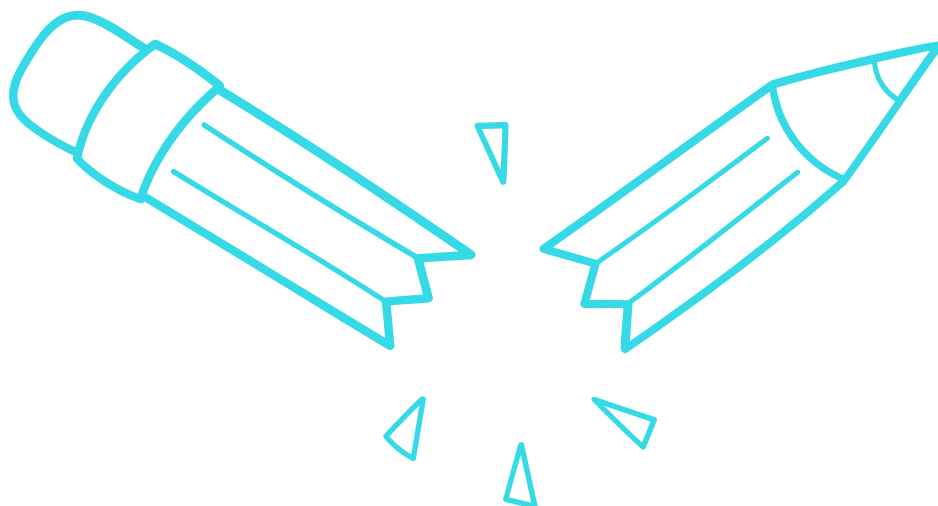
---

- Buying one more packet of random writing prompts on TPT...
- Setting up another "fun writing choice board"...
- Hoping the love of writing will just "click" for kids...

**It doesn't work.**

*Struggling writers don't need more inspiration.*

**Students need explicit, systematic instruction that starts with sentences, builds into paragraphs, and finally into essays.**



# HOPE ISN'T A STRATEGY.

---

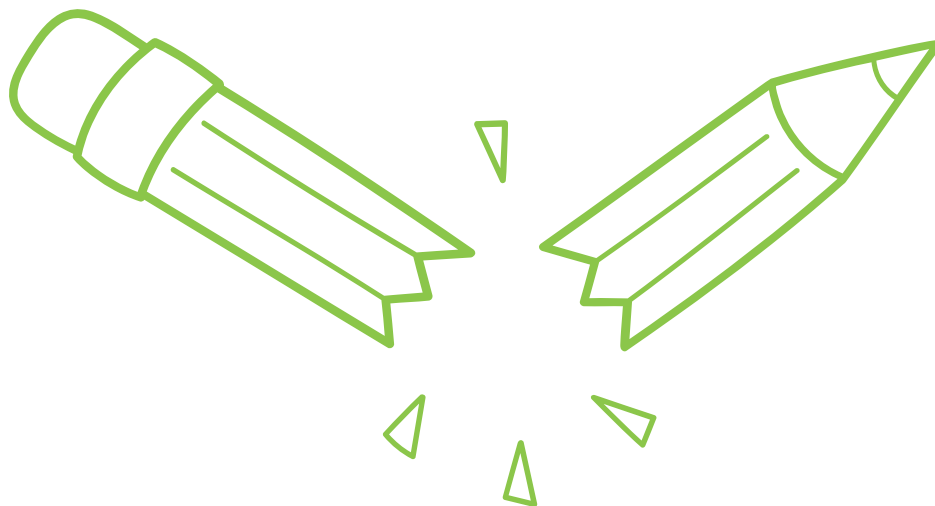
If a student struggles with division, we don't just assign more problems and allow them to practice incorrectly.

We go back. We reteach to build the missing skills. We scaffold. We gradually release responsibility. We build independence.

## Writing should be the same.

*Sending struggling writers off to "choose a prompt," handwrite in a Writer's Notebook, revise with a partner who's just as lost, or complete a full essay, when they struggle to write even a few sentences, isn't writing instruction.*

**It's inequitable educational roulette.**



# THERE'S A BETTER WAY.

---

We've built an entire Writing Hub focused on Explicit Writing Instruction that's structured to build skills step-by-step.

*No fluff. No guesswork. No cutesy distractions.*

**Just real teaching — the way writing should be taught.**



**WE'RE COMMITTED**

**TO HELPING**

**YOU SOLVE THE**

**WRITING PROBLEM.**

**THE TEACHER NEXT DOOR**

# TAKE THE FIRST STEP

# WITH TTND'S EXPLICIT

# WRITING HUB ON TPT

The screenshot displays a TPT (Teachers Pay Teachers) storefront for 'The Teacher Next Door' (TTND). On the left is a navigation menu with categories and item counts. The main area features a grid of eight product listings, each with a colorful cover image, title, description, price, and rating.

Category	Count
All Resources	623
TRENDING NOW	20
★ WRITING HUB ★	28
Sub Plans	12
End of the Year	14
All ELA Resources	279
★ SOR Vocabulary	18
Brain Teasers & Breaks	5
Reading Centers	48
3 Reading Assessments	23
4 Reading Assessments	23
5 Reading Assessments	23
3rd Knowledge Builders	23
4th Knowledge Builders	23
5th Knowledge Builders	23
Paired Texts	12
Context Clues	40
Reader's Theater	9
Grammar Games	102
Language & Grammar	104

Product Title	Price	Rating	Action
COMPLETE PARAGRAPH PROGRAM & UNITS = BETTER PARAGRAPHS, EVERY TIME	\$26.27	4.8	Get Bundle
OPINION ESSAY PROGRAM EXPLICIT WRITING INSTRUCTION	\$10.00	4.8	Get Bundle
TRANSITIONS IN PARAGRAPHS	\$6.00	4.9	Download
CONCLUSIONS IN PARAGRAPHS	\$7.26	4.9 (935)	Download
PARAGRAPH PREPARATION			
TOPIC SENTENCES IN PARAGRAPHS			
YEARLONG ESSAY 4 UNITS Writing Bundle			
INFORMATIONAL WRITING COMPLETE UNIT			



**GET ACCESS NOW**