

# Suggested Mini-Lesson Topics

## Grade 5

Lessons are pulled from Grade Level Curriculum Snapshot. They represent concepts that are identified as D (develop) on the District Writing Curriculum. Each lesson could take a single or multiple days. Items in bold are ESSENTIAL LESSONS that all teachers in that grade level MUST TEACH. This is not a sequence. Mini Lessons should be taught in all areas of the Writing Process throughout the school year.

Teachers are encouraged to supplement this list with the specific needs of their writers.

### Prewrite

- **How to generate ideas from verbal/written prompt**
- Modeling of consideration of purpose before writing — Informs, Describes, Explains, **Persuades**, Draws Conclusion
- **How to consider audience during prewriting**
- **How to focus ideas during prewriting**
- **How to gather information (Experiences, References)**
- How to use strategies to organize ideas
- **How to create and apply graphic organizers (maps, webs, outlines, etc) without teacher assistance**
- Note taking as a prewriting strategy
- How to consider genre (**Narrative**, Expository: Research Report (1-2 sources), **Persuasive**) during prewriting

### Draft

- **How to connect prewrite process by applying pre-write activities to create draft**
- **How to create text from ideas (IDEAS)**
- **How to / modeling of rereading while writing draft**
- How to / modeling of word processing at the computer
- How to use genre in drafting

### Conference / Reflect

- How to read own work to improve writing (teacher modeling)
- **How to share writing with teacher to receive feedback to improve text**
- **Modeling of using 6 Trait language/vocabulary in conferences**
- **Modeling of student ability to converse about his or her writing**
- **How to identify area for feedback with teacher assistance**
- How to share writing with peers to receive feedback to improve text
- How to appropriately converse with peers about writing
- How to share writing with peers for improvement

### Revise

- How to add text appropriately to enhance writing (WORD CHOICE, SENTENCE FLUENCY, VOICE)
- How to subtract text to enhance writing (WORD CHOICE, SENTENCE FLUENCY, VOICE)
- **How to organize writing according to genre and purpose (ORGANIZATION)**
- How to add own personality to writing (VOICE)
- How to effectively reword text (WORD CHOICE, SENTENCE FLUENCY)
- How to adjust word order for fluency (SENTENCE FLUENCY, ORGANIZATION)
- Modeling of how to use resource materials to improve text

## Edit

### See Grade Level Convention Chart for editing expectations in previous grades

- How to fix capitalization errors:
  - **Proper Nouns (Names of Historical Events, Titles (books and people))**
  - Acronyms
  - REVIEW - First word in direct quotation (dialogue)
  
- How to identify and correct punctuation errors:
  - **Commas**
    - ✓ **Quotations – REVIEW**
    - ✓ **Compound Sentences**
  
  - **Quotation Marks - REVIEW**
    - ✓ Dialogue
    - ✓ Titles (short poems, songs, chapters, articles)
    - ✓ Direct Quotes (tie into research paper)
  
  - Apostrophe possession (regular & irregular)
  
- How to use the Parts of Speech to improve writing (SENTENCE FLUENCY, WORD CHOICE)
  - **Nouns**
  - **Verbs**
  - Adjectives
  - **Pronouns**
  
- **Model use of grade level editing marks**

## Publish

- Applies penmanship and word processing skills
  - Publishes writing in cursive when asked
  - Publishes by word processing
  
- **How to and purpose of providing adequate citations**
  - How to document sources informally
  - How to list sources at the end of the document
  
- **Modeling of using appropriate format for final copy**
  - How to create a heading according to teacher expectations
  - How to create a title page (title, date, grade, name)
  
- **How to appropriately share writing with intended audience**
  - Home
  - Peers
  - Self-identified audience
  - Community or organization
  - Displays work in school
  - Shares writing from grade level genre focus

# Genre

## Narrative - Nonfiction:

- **How to write a personal experiences in narrative form (basic plot, setting, 5 W's, descriptive language)**

## Narrative – Creative/Expressive:

- **How to write poetry according to an easy format (haiku, ab ab rhyming, free verse, etc)**

## Expository:

- **How to write an effective Biography (longer time span, more detail, greater focus)**
- How to write to describe a place or thing
- How to write a summary of a short story
- How to write a summary of a book
- How to write a nonfiction report (from nonfiction book – single source)
- **How to write a basic research paper – with list of sources**

## Persuasive:

- **How to write a persuasive letter**

## Technical Writing:

- How to write to explain how and why (directions, math processes, science lab reports, etc)

## Timed Writing:

- How to compact the writing process into a timed situation
- How to manage time in a timed situation
- **How to write a meaningful piece from a prompt (choosing own genre) in a 30-minute time block**

## Assessment Response:

- How to write a short paragraph in response to a test question (topic sentence, supporting detail, closing sentence)

# Craft

- How to read and reread own writing as a reader (teacher guided/modeled)
  - Identifies possible changes to make based on a reader's needs
- How to read and reread literature like a writer
- How to identify and select a craft from an author and apply it in their own writing
  - **Teacher model of recognition of published writer's craft**
- **Uses vocabulary of a writer to name, discuss and apply craft:**
  - **Dialogue**
  - Flashback
  - Foreshadowing
  - **Plot (setting, conflict, rising action, climax, falling action, solution)**
  - Rhythm
  - Sequence of Events
  - Setting
  - Personification
  - Point of View (first person, third person)
  - **Simile**
  - **Mood**
  - **Onomatopoeia**
  - **Point of View**

## References

The following is a list of references you can use to find worthwhile min-lessons and/or activities to help you teach **THE WRITING PROCESS**. Remember **Six Traits Lessons** should be taught as part of the writing process...they should not be the focus of **ALL** mini-lessons. Many of these resources are available from your reading specialist or from you building's professional library.

*6 + 1 Traits of Writing: The Complete Guide Grades 3 & Up* by Ruth Culham  
(\*Contains Sample Student Writing to Assess)

*Craft Lessons: Teaching Writing K-8* by Ralph Fletcher & JoAnn Portalupi

*Guiding Readers and Writers: Grades 3-6* by Fountas and Pinnell (\*Excellent Resources)

*Nonfiction Craft Lessons: Teaching Information Writing K-8* by Ralph Fletcher and JoAnn Portalupi

*Teaching the Qualities of Writing* by Ralph Fletcher & JoAnn Portalupi (KIT)

\*Contains 112 mini-lessons and Teacher's Guide

\*Excellent Resources

*Scaffolding Young Writers: A Writer's Workshop Approach* by Linda J. Dorn & Carla Soffos

*Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray

*Writer's Workshop: Working Through the Hard Parts (and they're all hard parts)* by Katie Wood Ray

