

WRITING PROCESS		Unpacking the Standards Essential Questions or Enabling Objectives	INSTRUCTIONAL STRATEGIES, ACTIVITIES, and INTERVENTIONS	CLASSROOM ASSESSMENT STRATEGIES
State Standard GLCE/HSCE	Words to Know			
W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	answer document audience author's style author's patterns central idea checklist details examples fiction focus focused graphic organizer informational text informational writing main idea narrative writing nonfiction purpose pattern prompt reason response revise scored style theme transition word vivid verb word choice writer's purpose	Produce a narrative piece of writing. Produce an informational piece of writing.		4 x per year 2 narrative prompts 2 informational prompts 1 prompt at beginning of year, 1 prompt at end of year, and two in-between. Use grade-level rubric for scoring.
		W.PR.05.01.01 Identify author's purpose (to describe, to inform, to entertain, to explain) in a variety of texts.	Activity: What are different types of purposes for writing? Teacher think-aloud – How do you figure out the purpose in a piece of writing?	Formative: Use multiple-choice questions answering, What is the author's purpose? Why did the writer write this?
		W.PR.05.01.02 Identify elements of style and patterns in a variety of texts.	Activity: What is a style element? Activity: What are examples of style elements? Activity: Find the style elements in a piece of writing. Activity: What is a pattern in writing? Activity: Find patterns in different pieces of writing. Activity: Author Study	Formative: Read books to students by two different authors (e.g., Patricia Polacco and Chris VanAllsburg). Without telling students the author, read another book from one of the two to see if students can identify the author.
		W.PR.05.01.03 Choose planning strategies for different kinds of writing.	Activity: Match a graphic organizer to its purpose. Activity: More than a web. Activity: Create a prewriting web. Activity: Make a list.	Formative: Have students explain why they chose a particular graphic organizer for a piece of writing.
		W.PR.05.01.04 Organize writing so it makes sense.	Activity: What are different ways to organize writing? Activity: Scrambled Sentences Activity: Scrambled Paragraphs Activity: Success Sequence Writing	Formative: Students take a set of sentences, sequence them correctly, and then write the resulting paragraph. Formative: Students take a set of paragraphs, sequence them correctly, and explain their sequencing results.