

SECTION 1: Expository Writing

Lesson #	Lesson Title	Non-text-based writing; used to teach foundational writing skills
1	Introduction to Writing	
2	Expository Planning - Basic	
3	Expository Planning - With As and Bs	
4	More Planning Practice	
5	Introduction Practice	
6	"I" Paragraph - More Practice	
7	T, 2A, 2B	
8	Longer A and B Sentences	
9	Middle Paragraph Practice	
10	Review/Revise	
11	Conclusion Paragraph	
12	Reviewing the "I" and "C" Paragraphs	
13	Modeling	
14	Indenting/Lined Paper	
15	Expository Test	
16	Expository Transition Words	
17	Expository Practice Writing	
18	Conferences/Revisions	
19	Expository Test	
20	Expository Checklist/Partner Check	
21	Expository Test	
22	Writing Around the Room	

SECTION 2: Informative Writing

Lesson #	Lesson Title	Standard
23	Informative Planning	LAFS.2.W.1.2 / LAFS.2.W.3.8
24	More Planning Practice	LAFS.2.W.1.2 / LAFS.2.W.3.8
25	“I” Paragraph	LAFS.2.W.1.2
26	“I” Paragraph Practice	LAFS.2.W.1.2
27	T, 2A, 2B	LAFS.2.W.1.2 / LAFS.2.W.3.8
28	Evidence from the text	LAFS.2.W.1.2 / LAFS.2.W.3.8
29	Writing the Middle Paragraphs	LAFS.2.W.1.2 / LAFS.2.W.3.8
30	“C” Paragraph	LAFS.2.W.1.2
31	Putting it All Together - Modeling	LAFS.2.W.1.2 / LAFS.2.W.2.6
32	Test	LAFS.2.W.1.2 / LAFS.2.W.3.8
33	Review/Revise	LAFS.2.W.1.2 / LAFS.2.W.2.5
34	Transition Words	LAFS.2.W.1.2
35	Test	LAFS.2.W.1.2 / LAFS.2.W.2.5 / LAFS.2.W.3.8
36	Conferences/Revisions	LAFS.2.W.1.2 / LAFS.2.W.2.5
37	Test	LAFS.2.W.1.2 / LAFS.2.W.3.8
38	Checklist/Partner Check	LAFS.2.W.1.2 / LAFS.2.W.2.5
39	Test	LAFS.2.W.1.2 / LAFS.2.W.2.5 / LAFS.2.W.3.8

SECTION 3: Opinion Writing

Lesson #	Standard	Specific Aspect of Standard Addressed
40	Opinion Planning	LAFS.2.W.1.1 / LAFS.2.W.3.8
41	More Planning Practice	LAFS.2.W.1.1 / LAFS.2.W.3.8
42	"I" Paragraph	LAFS.2.W.1.1
43	"I" Paragraph Practice	LAFS.2.W.1.1
44	T, 2A, 2B	LAFS.2.W.1.1 / LAFS.2.W.3.8
45	Evidence from the text	LAFS.2.W.1.1 / LAFS.2.W.3.8
46	Writing the Middle Paragraphs	LAFS.2.W.1.1 / LAFS.2.W.3.8
47	"C" Paragraph	LAFS.2.W.1.1
48	Putting it All Together - Modeling	LAFS.2.W.1.1 / LAFS.2.W.2.6
49	Test	LAFS.2.W.1.1 / LAFS.2.W.2.5 / LAFS.2.W.3.8
50	Review/Revise	LAFS.2.W.1.1 / LAFS.2.W.2.5
51	Transition Words	LAFS.2.W.1.1
52	Test	LAFS.2.W.1.1 / LAFS.2.W.2.5 / LAFS.2.W.3.8
53	Conferences/Revisions	LAFS.2.W.1.1 / LAFS.2.W.2.5
54	Test	LAFS.2.W.1.1 / LAFS.2.W.2.5 / LAFS.2.W.3.8
55	Checklist/Partner Check	LAFS.2.W.1.1 / LAFS.2.W.2.5
56	Test	LAFS.2.W.1.1 / LAFS.2.W.2.5 / LAFS.2.W.3.8

SECTION 4: Narrative Writing

Lesson #	Lesson Title	Standard
57	Introduction to Narrative Writing	LAFS.2.W.1.3
58	Narrative Planning	LAFS.2.W.1.3
59	Beginning Paragraph	LAFS.2.W.1.3
60	“B” Paragraph - More Practice	LAFS.2.W.1.3
61	T1, T2, & T3 Paragraphs	LAFS.2.W.1.3
62	Ending Paragraph	LAFS.2.W.1.3
63	Modeling	LAFS.2.W.1.3
64	Narrative Transition Words	LAFS.2.W.1.3
65	Narrative Checklist/Lined Paper	LAFS.2.W.1.3 / LAFS.2.W.2.5
66	Dialogue	LAFS.2.W.1.3
67	Narrative Test	LAFS.2.W.1.3 / LAFS.2.W.3.8
68	Conferences/Revisions	LAFS.2.W.1.3 / LAFS.2.W.2.5
69	Narrative Test	LAFS.2.W.1.3 / LAFS.2.W.3.8

SECTION 5: Additional Activities and Strategies

Lesson #	Lesson Title	Standard
70	Highlighter Activity	LAFS.2.W.2.5
71	Race Against the Clock Lesson	LAFS.2.W.1.1 / LAFS.2.W.1.2
72	You Write, They Write	LAFS.2.W.1.1 / LAFS.2.W.1.2
73	Fancy Transitions	LAFS.2.W.2.5
74	Opinion Practice	LAFS.2.W.1.1 / LAFS.2.W.2.5
75	Informative Practice	LAFS.2.W.1.2 / LAFS.2.W.2.5
76	Opinion Practice	LAFS.2.W.1.1 / LAFS.2.W.2.5
77	Informative Practice	LAFS.2.W.1.2 / LAFS.2.W.2.5
78	Opinion Practice	LAFS.2.W.1.1 / LAFS.2.W.2.5
79	Informative Practice	LAFS.2.W.1.2 / LAFS.2.W.2.5
80	Opinion Practice	LAFS.2.W.1.1 / LAFS.2.W.2.5

SECTION 1: Expository Writing

Lesson #	Lesson Title	
1	Introduction to Writing	Non-text-based writing; used to teach foundational writing skills
2	Expository Planning	
3	Expository Planning - With As and Bs	
4	More Planning Practice	
5	Introduction Practice	
6	"I" Paragraph - More Practice	
7	T, 3A, 3B	
8	Longer A and B Sentences	
9	Expository Test	
10	Review/Revise	
11	Conclusion Paragraph	
12	Reviewing the "I" and "C" Paragraphs	
13	Modeling	
14	Wrap-Up Sentence	
15	Expository Test	
16	Expository Transition Words	
17	Indenting/Lined Paper	
18	Expository Test	
19	Conferences/Revisions	
20	Expository Test	
21	Expository Checklist/Partner Check	
22	Expository Test	

SECTION 2: Informative Writing

Lesson #	Lesson Title	Standard
23	Informative Planning	LAFS.3.W.1.2 / LAFS.3.W.2.5 / LAFS.3.W.3.8
24	More Planning Practice	LAFS.3.W.1.2 / LAFS.3.W.2.5 / LAFS.3.W.3.8
25	“I” Paragraph	LAFS.3.W.1.2
26	“I” Paragraph Practice	LAFS.3.W.1.2
27	T, 3A, 3B	LAFS.3.W.1.2 / LAFS.3.W.3.8
28	Evidence from the text	LAFS.3.W.1.2 / LAFS.3.W.3.8
29	More Practice – Text Evidence	LAFS.3.W.1.2 / LAFS.3.W.3.8
30	“W” Sentence	LAFS.3.W.1.2
31	Writing the Middle Paragraphs	LAFS.3.W.1.2 / LAFS.3.W.2.4 / LAFS.3.W.3.8
32	“C” Paragraph	LAFS.3.W.1.2
33	Putting it all together	LAFS.3.W.1.2 / LAFS.3.W.2.4
34	Test	LAFS.3.W.1.2 / LAFS.3.W.4.10
35	Review/Revise	LAFS.3.W.1.2 / LAFS.3.W.2.5
36	Transition Words	LAFS.3.W.1.2
37	Test	LAFS.3.W.1.2 / LAFS.3.W.2.4 / LAFS.3.W.4.10
38	Conferences/Revisions	LAFS.3.W.1.2 / LAFS.3.W.2.5
39	Test	LAFS.3.W.1.2 / LAFS.3.W.2.4 / LAFS.3.W.4.10
40	Checklist/Partner Check	LAFS.3.W.1.2 / LAFS.3.W.2.5
41	Test	LAFS.3.W.1.2

SECTION 3: Opinion Writing

Lesson #	Standard	Specific Aspect of Standard Addressed
42	Opinion Planning	LAFS.3.W.1.1 / LAFS.3.W.3.8
43	More Planning Practice	LAFS.3.W.1.1 / LAFS.3.W.3.8
44	“I” Paragraph	LAFS.3.W.1.1
45	“I” Paragraph Practice	LAFS.3.W.1.1
46	T, 3A, 3B	LAFS.3.W.1.1 / LAFS.3.W.3.8
47	Evidence from the text	LAFS.3.W.1.1 / LAFS.3.W.3.8
48	More Practice – Text Evidence	LAFS.3.W.1.1 / LAFS.3.W.3.8
49	“W” Sentence	LAFS.3.W.1.1
50	Writing the Middle Paragraphs	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.3.8
51	“C” Paragraph	LAFS.3.W.1.1
52	Putting it All Together	LAFS.3.W.1.1 / LAFS.3.W.2.4
53	Test	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10
54	Conferences/Revisions	LAFS.3.W.1.1 / LAFS.3.W.2.5
55	Test	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10
56	Checklist/Partner Check	LAFS.3.W.1.1 / LAFS.3.W.2.5
57	Test	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10

SECTION 4: Advanced Lessons

Lesson #	Lesson Title	Standard
58	Middle Paragraphs Overview	LAFS.3.W.1.2
59	“T” Sentence	LAFS.3.W.1.2
60	Quotes	LAFS.3.W.1.2 / LAFS.3.W.3.8
61	Paraphrasing	LAFS.3.W.1.2 / LAFS.3.W.3.8
62	Own Thoughts/Ideas	LAFS.3.W.1.2 / LAFS.3.W.3.8
63	Wrap Up Sentence	LAFS.3.W.1.2
64	Writing the Middle Paragraphs	LAFS.3.W.1.2 / LAFS.3.W.2.4
65	Practice - T1, T2, T3	LAFS.3.W.1.2 / LAFS.3.W.2.4
66	Middle Paragraphs Overview	LAFS.3.W.1.1
67	“T” Sentence	LAFS.3.W.1.1
68	Quotes	LAFS.3.W.1.1 / LAFS.3.W.3.8
69	Paraphrasing	LAFS.3.W.1.1 / LAFS.3.W.3.8
70	Own Thoughts/Ideas	LAFS.3.W.1.1 / LAFS.3.W.3.8
71	“W” Sentence	LAFS.3.W.1.1
72	Writing the Middle Paragraphs	LAFS.3.W.1.1 / LAFS.3.W.2.4
73	More Practice, R1, R2, R3	LAFS.3.W.1.1 / LAFS.3.W.2.4

SECTION 5: Narrative Writing

Lesson #	Lesson Title	Standard
74	Introduction to Narrative Writing	LAFS.3.W.1.3
75	Narrative Planning	LAFS.3.W.1.3
76	Beginning Paragraph	LAFS.3.W.1.3
77	“B” Paragraph - More Practice	LAFS.3.W.1.3
78	T1, T2, & T3 Paragraphs	LAFS.3.W.1.3 / LAFS.3.W.3.8
79	Ending Paragraph	LAFS.3.W.1.3
80	Modeling	LAFS.3.W.1.3
81	Narrative Transition Words	LAFS.3.W.1.3
82	Narrative Checklist/Lined Paper	LAFS.3.W.1.3 / LAFS.3.W.2.5
83	Adding Details	LAFS.3.W.1.3
84	Dialogue	LAFS.3.W.1.3
85	Narrative Test	LAFS.3.W.1.3 / LAFS.3.W.2.4 / LAFS.3.W.4.10
86	Conferences/Revisions	LAFS.3.W.1.3 / LAFS.3.W.2.5
87	Narrative Test	LAFS.3.W.1.3 / LAFS.3.W.2.4 / LAFS.3.W.4.10
88	Conferences/Revisions	LAFS.3.W.1.3 / LAFS.3.W.2.5

SECTION 6: Additional Activities and Strategies

Lesson #	Lesson Title	Standard
89	Highlighter Activity	LAFS.3.W.2.4 / LAFS.3.W.2.5
90	Race Against the Clock Lesson	LAFS.3.W.2.4
91	You Write, They Write	LAFS.3.W.2.4
92	Fancy Transitions	LAFS.3.W.2.5
93	Opinion Writing - Vocabulary	LAFS.3.W.2.5
94	Text Evidence	LAFS.3.W.3.8 / LAFS.3.W.2.4
95	Fast Planning Practice	LAFS.3.W.2.5
96	Opinion Practice	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10
97	Informative Practice	LAFS.3.W.1.2 / LAFS.3.W.2.4 / LAFS.3.W.4.10
98	Opinion Practice	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10
99	Informative Practice	LAFS.3.W.1.2 / LAFS.3.W.4.10
100	Opinion Practice	LAFS.3.W.1.1 / LAFS.3.W.2.4 / LAFS.3.W.4.10

SECTION 1: Expository Writing

Lesson #	Lesson Title	
1	Expository Prompts	Non-text-based writing; used to teach foundational writing skills.
2	Expository Planning	
3	Expository Planning - With As and Bs	
4	More Planning Practice	
5	Introduction Practice	
6	"I" Paragraph- More Practice	
7	T, 3A, 3B	
8	Longer A and B Sentences	
9	Expository Test	
10	Review/Revise	
11	Conclusion Paragraph	
12	Reviewing the "I" and "C" Paragraphs	
13	Modeling	
14	Wrap-Up Sentence	
15	Expository Test	
16	Expository Transition Words	
17	Indenting/Lined Paper	
18	Expository Test	
19	Conferences/Revisions	
20	Expository Test	
21	Expository Checklist/Partner Check	
22	Expository Test	

SECTION 2: Informative Writing

Lesson #	Lesson Title	Standard
23	Understanding the Prompt	LAFS.4.W.1.2
24	Prompt Practice	LAFS.4.W.1.2
25	Informative Planning	LAFS.4.W.1.2 / LAFS.4.W.2.5 / LAFS.4.W.3.8
26	More Planning Practice	LAFS.4.W.1.2 / LAFS.4.W.2.5 / LAFS.4.W.3.8
27	"I" Paragraph	LAFS.4.W.1.2
28	"I" Paragraph Practice	LAFS.4.W.1.2
29	Topic Sentence	LAFS.4.W.1.2
30	T, 3A, 3B	LAFS.4.W.1.2 / LAFS.4.W.3.8
31	Referencing Your Sources	LAFS.4.W.1.2 / LAFS.4.W.3.8
32	Referencing Practice	LAFS.4.W.1.2 / LAFS.4.W.3.8
33	"W" Sentence	LAFS.4.W.1.2
34	Middle Paragraph Overview- Using Elaborative Techniques	LAFS.4.W.1.2 / LAFS.4.W.3.9
35	Quotes	LAFS.4.W.1.2 / LAFS.4.W.3.9
36	Paraphrasing	LAFS.4.W.1.2 / LAFS.4.W.3.8 / LAFS.4.W.3.9
37	Own Thoughts and Ideas	LAFS.4.W.1.2 / LAFS.4.W.3.8 / LAFS.4.W.3.9
38	Writing the Middle Paragraphs	LAFS.4.W.1.2 / LAFS.4.W.3.9
39	More Practice - T1, T2, and T3	LAFS.4.W.1.2 / LAFS.4.W.3.9
40	"C" Paragraph	LAFS.4.W.1.2
41	Transition Words	LAFS.4.W.1.2
42	Test	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10
43	Review/Revise	LAFS.4.W.1.2 / LAFS.4.W.2.5
44	Test	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10
45	Conferences/Revisions	LAFS.4.W.1.2 / LAFS.4.W.2.5
46	Test	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10
47	Checklist/Partner Check	LAFS.4.W.1.2 / LAFS.4.W.2.5
48	Test	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10

SECTION 3: Opinion Writing

Lesson #	Standard	Specific Aspect of Standard Addressed
49	Understanding the Prompt	LAFS.4.W.1.1
50	Prompt Practice	LAFS.4.W.1.1
51	Opinion Planning	LAFS.4.W.1.1 / LAFS.4.W.3.8 / LAFS.4.W.2.5
52	More Planning Practice	LAFS.4.W.1.1 / LAFS.4.W.3.8 / LAFS.4.W.2.5
53	"I" Paragraph	LAFS.4.W.1.1
54	"I" Paragraph Practice	LAFS.4.W.1.1
55	Topic Sentence	LAFS.4.W.1.1
56	T, 3A, 3B	LAFS.4.W.1.1 / LAFS.4.W.3.8
57	Referencing Your Sources	LAFS.4.W.1.1 / LAFS.4.W.3.9 / LAFS.4.W.3.8
58	Referencing Practice	LAFS.4.W.1.1 / LAFS.4.W.3.8
59	"W" Sentence	LAFS.4.W.1.1
60	Middle Paragraph Overview – Using Elaborative Techniques	LAFS.4.W.1.1 / LAFS.4.W.3.9
61	Quotes	LAFS.4.W.1.1 / LAFS.4.W.3.9
62	Paraphrasing	LAFS.4.W.1.1 / LAFS.4.W.3.8 / LAFS.4.W.3.9
63	Own Thoughts and Ideas	LAFS.4.W.1.1 / LAFS.4.W.3.8 / LAFS.4.W.3.9
64	Writing the Middle Paragraphs	LAFS.4.W.1.1 / LAFS.4.W.3.9
65	More Practice - R1, R2, and R3	LAFS.4.W.1.1 / LAFS.4.W.3.9
66	"C" Paragraph	LAFS.4.W.1.1
67	Transition Words	LAFS.4.W.1.1
68	Test	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10
69	Conferences/Revisions	LAFS.4.W.1.1 / LAFS.4.W.2.5
70	Test	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10
71	Conferences/Revisions	LAFS.4.W.1.1 / LAFS.4.W.2.5
72	Test	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10
73	Checklist/Partner Check	LAFS.4.W.1.1 / LAFS.4.W.2.5
74	Test	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10

SECTION 4: Narrative Writing

Lesson #	Lesson Title	Standard
75	Introduction to Narrative Writing	LAFS.4.W.1.3
76	Narrative Planning	LAFS.4.W.1.3 / LAFS.4.W.2.5
77	Beginning Paragraph	LAFS.4.W.1.3
78	“B” Paragraph - More Practice	LAFS.4.W.1.3
79	T1, T2, & T3 Paragraphs	LAFS.4.W.1.3 / LAFS.4.W.3.8
80	Ending Paragraph	LAFS.4.W.1.3
81	Modeling	LAFS.4.W.1.3
82	Narrative Transition Words	LAFS.4.W.1.3
83	Narrative Checklist/Lined Paper	LAFS.4.W.1.3 / LAFS.4.W.2.5
84	Adding Details	LAFS.4.W.1.3
85	Dialogue	LAFS.4.W.1.3
86	Narrative Test	LAFS.4.W.1.3 / LAFS.4.W.2.4 / LAFS.4.W.4.10
87	Conferences/Revisions	LAFS.4.W.1.3 / LAFS.4.W.2.5
88	Narrative Test	LAFS.4.W.1.3 / LAFS.4.W.2.4 / LAFS.4.W.4.10
89	Conferences/Revisions	LAFS.4.W.1.3 / LAFS.4.W.2.5

SECTION 5: Additional Activities and Strategies

Lesson #	Lesson Title	Standard
90	Highlighter Activity	LAFS.4.W.2.4 / LAFS.4.W.2.5
91	Last Minute Strategy	LAFS.4.W.2.4
92	Race Against the Clock Lesson	LAFS.4.W.2.4
93	You Write, They Write	LAFS.4.W.2.4
94	Fancy Transitions	LAFS.4.W.2.5
95	Opinion Writing- Vocabulary	LAFS.4.W.2.5
96	Fast Planning Practice	LAFS.4.W.2.5
97	Planning Practice	LAFS.4.W.2.5
98	Different Ways to Write Quotes	LAFS.4.W.2.5 / LAFS.4.W.3.8 / LAFS.4.W.3.9
99	Repetition Practice - "I" Paragraph	LAFS.4.W.2.4
100	Repetition Practice - "C" Paragraph	LAFS.4.W.2.4
101	Middle Paragraph Practice	LAFS.4.W.2.4 / LAFS.4.W.3.8 / LAFS.4.W.3.9
103	Elaborative Techniques - Definitions	LAFS.4.W.3.8 / LAFS.4.W.3.9
104	Test Taking Review	LAFS.4.W.1.1 / LAFS.4.W.1.2
105	Difficult Prompt	LAFS.4.W.2.4
106	Writing a Four-Paragraph Essay	LAFS.4.W.2.4
107	Opinion Practice	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10
108	Informative Practice	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10
109	Opinion Practice	LAFS.4.W.1.1 / LAFS.4.W.4.10 / LAFS.4.W.2.4
110	Informative Practice	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10
111	Opinion Practice	LAFS.4.W.1.1 / LAFS.4.W.2.4 / LAFS.4.W.4.10
112	Informative Practice	LAFS.4.W.1.2 / LAFS.4.W.2.4 / LAFS.4.W.4.10

SECTION 1: Expository Writing

Lesson #	Lesson Title	
1	Expository Prompts	Non-text-based writing; used to teach foundational writing skills
2	Expository Planning	
3	Expository Planning - With As and Bs	
4	More Planning Practice	
5	Introduction Practice	
6	"I" Paragraph - More Practice	
7	T, 3A, 3B	
8	Longer A and B Sentences	
9	Expository Test	
10	Review/Revise	
11	Conclusion "C" Paragraph	
12	Reviewing the "I" and "C" Paragraphs	
13	Modeling	
14	Wrap-Up "W" Sentence	
15	Expository Test	
16	Expository Transition Words	
17	Indenting/Lined Paper	
18	Expository Test	
19	Conferences/Revisions	
20	Expository Test	
21	Expository Checklist/Partner Check	
22	Expository Test	

SECTION 2: Informative Writing

Lesson #	Lesson Title	Standard
23	Understanding the Prompt	LAFS.5.W.1.2
24	Prompt Practice	LAFS.5.W.1.2
25	Informative Planning	LAFS.5.W.1.2 / LAFS.5.W.3.8 / LAFS.5.W.2.5
26	More Planning Practice	LAFS.5.W.1.2 / LAFS.5.W.3.8 / LAFS.5.W.2.5
27	“I” Paragraph	LAFS.5.W.1.2
28	“I” Paragraph Practice	LAFS.5.W.1.2
29	Topic Sentence	LAFS.5.W.1.2
30	T, 3A, 3B	LAFS.5.W.1.2 / LAFS.5.W.3.8
31	Referencing Your Sources	LAFS.5.W.1.2 / LAFS.5.W.3.8
32	Referencing Practice	LAFS.5.W.1.2 / LAFS.5.W.3.8
33	“W” Sentence	LAFS.5.W.1.2
34	Middle Paragraph Overview – Using Elaborative Techniques	LAFS.5.W.1.2 / LAFS.5.W.3.9

SECTION 2: Informative Writing (Cont'd)

35	Quotes	LAFS.5.W.1.2 / LAFS.5.W.3.9
36	Paraphrasing	LAFS.5.W.1.2 / LAFS.5.W.3.8 / LAFS.5.W.3.9
37	Own Thoughts and Ideas	LAFS.5.W.1.2 / LAFS.5.W.3.8 / LAFS.5.W.3.9
38	Writing the Middle Paragraphs	LAFS.5.W.1.2 / LAFS.5.W.3.9
39	More Practice - T1, T2, and T3	LAFS.5.W.1.2 / LAFS.5.W.3.9
40	“C” Paragraph	LAFS.5.W.1.2
41	Transition Words	LAFS.5.W.1.2
42	Test	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.4.10
43	Review/Revise	LAFS.5.W.1.2 LAFS.5.W.2.5
44	Test	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.4.10
45	Conferences/Revisions	LAFS.5.W.1.2 / LAFS.5.W.2.5
46	Test	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.2.5 / LAFS.5.W.4.10
47	Checklist/Partner Check	LAFS.5.W.1.2 / LAFS.5.W.2.5
48	Test	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.2.5 / LAFS.5.W.4.10

SECTION 3: Opinion Writing

Lesson #	Standard	Specific Aspect of Standard Addressed
49	Understanding the Prompt	LAFS.5.W.1.1
50	Prompt Practice	LAFS.5.W.1.1
51	Opinion Planning	LAFS.5.W.1.1 / LAFS.5.W.2.5 / LAFS.5.W.3.8
52	More Planning Practice	LAFS.5.W.1.1 / LAFS.5.W.2.5 / LAFS.5.W.3.8
53	"I" Paragraph	LAFS.5.W.1.1
54	"I" Paragraph Practice	LAFS.5.W.1.1
55	Topic Sentence	LAFS.5.W.1.1
56	T, 3A, 3B	LAFS.5.W.1.1 / LAFS.5.W.3.8 / LAFS.5.W.3.9
57	Referencing Your Sources	LAFS.5.W.1.1 / LAFS.5.W.3.8
58	Referencing Practice	LAFS.5.W.1.1 / LAFS.5.W.3.8
59	"W" Sentence	LAFS.5.W.1.1
60	Middle Paragraph Overview – Using Elaborative Techniques	LAFS.5.W.1.1 / LAFS.5.W.3.9
61	Quotes	LAFS.5.W.1.1 / LAFS.5.W.3.9
62	Paraphrasing	LAFS.5.W.1.1 / LAFS.5.W.3.8 / LAFS.5.W.3.9
63	Own Thoughts and Ideas	LAFS.5.W.1.1 / LAFS.5.W.3.8 / LAFS.5.W.3.9
64	Writing the Middle Paragraphs	LAFS.5.W.1.1 / LAFS.5.W.3.9
65	More Practice - R1, R2, and R3	LAFS.5.W.1.1 / LAFS.5.W.3.9
66	"C" Paragraph	LAFS.5.W.1.1
67	Transition Words	LAFS.5.W.1.1
68	Test	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10
69	Conferences/Revisions	LAFS.5.W.1.1 / LAFS.5.W.2.5
70	Test	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10
71	Conferences/Revisions	LAFS.5.W.1.1 / LAFS.5.W.2.5
72	Test	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10
73	Checklist/Partner Check	LAFS.5.W.1.1 / LAFS.5.W.2.5
74	Test	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10

SECTION 4: Narrative Writing

Lesson #	Lesson Title	Standard
75	Introduction to Narrative Writing	LAFS.5.W.1.3
76	Narrative Planning	LAFS.5.W.1.3 / LAFS.5.W.2.5
77	Beginning "B" Paragraph	LAFS.5.W.1.3
78	"B" Paragraph- More Practice	LAFS.5.W.1.3
79	T1, T2, & T3 Paragraphs	LAFS.5.W.1.3 / LAFS.5.W.3.8
80	Ending "E" Paragraph	LAFS.5.W.1.3
81	Modeling	LAFS.5.W.1.3
82	Narrative Transition Words	LAFS.5.W.1.3
83	Narrative Checklist/Lined Paper	LAFS.5.W.1.3 / LAFS.5.W.2.5
84	Adding Details	LAFS.5.W.1.3
85	Dialogue	LAFS.5.W.1.3
86	Narrative Test	LAFS.5.W.1.3 / LAFS.5.W.2.4 / LAFS.5.W.4.10
87	Conferences/Revisions	LAFS.5.W.1.3 / LAFS.5.W.2.5
88	Narrative Test	LAFS.5.W.1.3 / LAFS.5.W.2.4 / LAFS.5.W.4.10
89	Conferences/Revisions	LAFS.5.W.1.3 / LAFS.5.W.2.5
84	Adding Details	LAFS.5.W.1.3

SECTION 5: Additional Activities and Strategies

Lesson #	Lesson Title	Standard
90	Highlighter Activity	LAFS.5.W.2.4 / LAFS.5.W.2.5
91	Last Minute Strategy	LAFS.5.W.2.4
92	Race Against the Clock Lesson	LAFS.5.W.2.4
93	You Write, They Write	LAFS.5.W.2.4
94	Fancy Transitions	LAFS.5.W.2.5
95	Opinion Writing - Vocabulary	LAFS.5.W.2.5
96	Fast Planning Practice	LAFS.5.W.2.5
97	Planning Practice	LAFS.5.W.2.5
98	Different Ways to Write Quotes	LAFS.5.W.2.5 / LAFS.5.W.3.8 / LAFS.5.W.3.9
99	Repetition Practice - "I" Paragraph	LAFS.5.W.2.4
100	Repetition Practice - "C" Paragraph	LAFS.5.W.2.4
101	Middle Paragraph Practice	LAFS.5.W.2.4 / LAFS.5.W.3.8 / LAFS.5.W.3.9
102	State Rubrics	LAFS.5.W.1.1 / LAFS.5.W.1.2
103	Elaborative Techniques - Definitions	LAFS.5.W.3.8 / LAFS.5.W.3.9
104	Test Taking Review	LAFS.5.W.1.1 / LAFS.5.W.1.2
105	Difficult Prompt	LAFS.5.W.2.4
106	Writing a Four-Paragraph Essay	LAFS.5.W.2.4
107	Opinion Practice	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10
108	Informative Practice	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.4.10
109	Opinion Practice	LAFS.5.W.1.1 / LAFS.5.W.4.10 / LAFS.5.W.2.4
110	Informative Practice	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.4.10
111	Opinion Practice	LAFS.5.W.1.1 / LAFS.5.W.2.4 / LAFS.5.W.4.10
112	Informative Practice	LAFS.5.W.1.2 / LAFS.5.W.2.4 / LAFS.5.W.4.10

Name: _____

Directions: Plan for the following prompt.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

I

T1

T2

T3

C

Grades 4–6

B.E.S.T. Writing

Argumentation Rubric



THE B.E.S.T. STANDARDS

Benchmarks for Excellent Student Thinking

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Rubric is a scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist educators with evaluating the strengths and weaknesses of student responses based on the text-based writing prompt/task included in the practice test (when available) as well as responses based on other text-based writing prompts/tasks educators choose in a classroom setting.

The B.E.S.T. Writing tests for all grade levels (4–10) will be administered as computer-based assessments. Paper-based assessments will be available for students with an IEP or 504 plan that specifies the need for a paper-based accommodation.

The B.E.S.T. Writing Assessment will be administered for the first time during the spring 2023 administration as a field test given to a representative sample of Florida students. Beginning with the 2023–24 school year, B.E.S.T. Writing will be administered once per year during the spring; however, it is not associated with any of the three progress monitoring events.

These rubrics are considered drafts until the conclusion of B.E.S.T. Writing Standard Setting following the 2022–23 school year, at which time panels of Florida educators will recommend writing scores to be used in the writing component of new school and district accountability calculations that are yet to be determined.

Grades 4-6 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p>Above grade-level accomplishment demonstrated.</p>	<ul style="list-style-type: none"> Claim is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for advancement of the argument. Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument. Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> Skillful development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument. Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument. Counterclaim(s) may be present. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall argument.
<p>3</p> <p>Within the range of grade-level performance.</p>	<ul style="list-style-type: none"> Claim is focused on the task and generally maintained throughout. Organizational structure is logical and allows for advancement of the argument. Varied transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> Logical development of ideas demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/ or rhetorical** techniques as appropriate to support the argument. Relevant, integrated evidence from multiple sources lends credibility to the argument. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas. Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall argument.

<p>2</p> <p>Approaching the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Claim may be unclear, loosely related, or insufficiently sustained within the task. • Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. • Transitions attempt to connect ideas but may lack variety. • Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective. 	<ul style="list-style-type: none"> • Development may demonstrate partial or incomplete understanding of the topic. • Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. • Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument. • Lacks appropriate citations. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. • Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. • Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions. • Tone and/or voice may be inconsistent. • May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
<p>1</p> <p>Below grade-level performance demonstrated.</p>	<ul style="list-style-type: none"> • Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. • Demonstrates little or no discernible organizational structure. • Transitions may be absent or confusing. • Introduction and conclusion may be unrelated to the response and/or create confusion. • Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> • Response may demonstrate lack of understanding of the topic and/or lack of development. • Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. • Evidence from the sources may be absent, vague, and/or confusing. • Lacks appropriate citations. • Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be vague, unclear, or confusing. • Sentence structure may be simplistic or confusing. • Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. • Tone and/or voice may be inappropriate. • Brevity with errors demonstrates lack of command of language skills.

*Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is a 2.

**Grade 6

Grades 4-6 Expository Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p>Above grade-level accomplishment demonstrated.</p>	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout. • Organizational structure strengthens the response and allows for advancement of the central idea. • Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response. • Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> • Skillful development demonstrates thorough understanding of the topic. • Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea. • Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall response.
<p>3</p> <p>Within the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Central idea is focused on the task and generally maintained throughout. • Organizational structure is logical and allows for advancement of the central idea. • Varied transitional strategies connect ideas within and among paragraphs. • Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> • Logical development demonstrates understanding of the topic. • Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea. • Relevant, integrated evidence from multiple sources lends credibility to the exposition. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary demonstrates clear expression of ideas. • Sentence structure is varied and demonstrates grade-appropriate language facility. • Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. • Tone and/or voice is appropriate for the overall response.

<p>2 Approaching the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Central idea may be unclear, loosely related, or insufficiently sustained within the task. • Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. • Transitions attempt to connect ideas but may lack variety. • Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective. 	<ul style="list-style-type: none"> • Development may demonstrate partial or incomplete understanding of the topic. • Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. • Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the exposition. • Lacks appropriate citations. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. • Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. • Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions. • Tone and/or voice may be inconsistent. • May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
<p>1 Below grade-level performance demonstrated.</p>	<ul style="list-style-type: none"> • Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. • Demonstrates little or no discernible organizational structure. • Transitions may be absent or confusing. • Introduction and conclusion may be unrelated to the response and/or create confusion. • Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> • Response may demonstrate lack of understanding of the topic and/or lack of development. • Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. • Evidence from sources may be absent, vague, and/or confusing. • Lacks appropriate citations. • Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be vague, unclear, or confusing. • Sentence structure may be simplistic or confusing. • Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. • Tone and/or voice may be inappropriate. • Brevity with errors demonstrates lack of command of language skills.

*Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is a 2.

**Grade 6

Saws, hammers, axes, and nails. These all come from hands-on-play. I believe that kids learn better through hands-on-play than on digital play. Kids are their own designers, kids transport digital games into real life, and kids can construct objects of their own.

In hands-on-play, kids can be their own designers. They use their imagination to bring their ideas to life. Citing evidence from *The Many Worlds of Play*, “It’s harder to have an unlimited imagination in digital play, where the games world and tools have already been decided from it’s designers. With hands-on-play, kids are always their own designers.” This means that kids can use their ideas to design their own world. I love to design myself, so I love hands-on-play. Last summer, my family and I went to Virginia to see our friends, Katherine and Jacob. While we were there, we got a tour of their house. They also own 30 acres of land outside of their house, so we checked that out too. We saw a deer hunting stand and had an idea. We would build a tree-house! We worked on it for a week and had a lot of fun. Building, and designing. You can see that kids can design anything they think of in hands-on-play.

Not only that, but kids transport digital games into real life. So there is no need to go out and buy a digital game, you can use the supplies you have in your house or backyard! Information from *The Many Worlds of Play*, “Those exciting fantasy worlds in digital games can easily be transported into real life. When kids are at play, an empty box becomes a rocket ship. Or, Maybe, a fallen tree branch becomes the key to a pretend universe.” These children all use their imagination to bring these ideas to life. My five-year-old brother has a big imagination. One time, my brother collected an egg box and a diaper box. He taped them on top of each other and my sister helped him put paper inside. My bother made a ladder out of pipe cleaners while I made a palm tree, flower pot, snake, and a sign. My sister took a pair of scissors and cut out a door. My brother and I taped the sign on the door, the snake to the roof, the palm tree to the bottom, the flower pot on the building, and secured the piece of paper. Now, my siblings and I have just created a hot wheels castle for my brother. Children are able to transform digital play into hands-on-play.

Last but not least, kids can construct objects of their own. They use creativity, imagination, and some hard work. According to *The Thrill of Getting Grubby*, “Visitors find saws, hammers, scissors, pliers, axes, and screw drivers. Add to that lots of wood and old items of all types. Kids construct objects and spaces like go carts and hide-outs. They can play in ways they’d never be able to at home or in a regular playground.” When these kids play, it is different because there is no wall that parents want kids to break down for adventure playing. When I was in Virginia, We created the idea on our own and we couldn’t build it at home, or at a regular playground. We also didn’t get much help. When kids get ideas, they can

actually happen when they put their mind to it.

As you can see, kids learn better through hands-on play than on digital play. Kids are their own designers, they transport digital games into real life, and kids can construct objects of their own. I hope you start hands-on-play.

Our world has many natural wonders such as swamps, praries, mountains, and oceans. One that a lot of time gets overlooked is grass lands. However, even though sometimes grasslands are underrated, they are a neccessity to our world for many reasons. One of which being the hiding it provides to all the occupants in it.

To begin, grasslands house a vast food source. Grasslands contain a variety of consumables. "The Great Plains" states, "...grasses include plants that we eat, such as corn, wheat, and oats." Farms can make the best of this oppurtunity and sell goods to improve the economy. Additionally, grasslands are very sustainable. "Oceans of Grass" clearly displays, "They bend and sway easily in the wind, and are well adapted to survive in droughts, fierce storms, and extreme heat and cold." In winters when food is scarce and animals are literally dying of starvation, grasslands can be their savior.

Moreover, minerals are yet another facet of why grasslands are important. The abundance of minerals grasslands are home to is significantly huge. "A Hunger for Grass" implies that, different types of grass have different types of minerals like protein, sodium, calcium, fiber, and silica. With all these minerals in place, animals should receive minimal to no illnesses. Furthermore, the minerals grasslands give can be specific to suit any need. The author of "A Hunger for Grass" indicates that wildebeasts need one mineral in particular, phosphorus, which is is a major base for building strong and healthy bones. With these solid bones intact, wildebeasts can defend young from predators.

Just as important, hiding is another thing grasslands grant to creatures. Animals can reach safety or stalk prey whenever is neccessary. Alice Mills, author of "The Great Plains" says, "Tall grasses allowed animals to hide from prey or predators. For instance, if animals are not gifted the ability to acquire camoflaugue or mimicry, there is now another option by hiding in grass. Therefore, hiding helps balance out population. According to the text, "A whole ecosystem thrived, including plants, prey, and predators. Due to this population balance it affects the food chain greatly in a positive way.

To conclude, grasslands are important to our enviroment for a large amount of reasons. Some of which including being a reliable food source, giving valuable minerals, and being a useful hiding spot. So the next time you see a grassland, do not overlook it. Stop and think of all the things it has done for the enviroment and take in the beauty of this exaggeratingly remarkable natural wonder.