

Riverview School District
Core 3-5 Writing Curriculum
 Teaching the Qualities of Writing
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According to Donald Graves, “If students are not engaged in writing at least **4 days** out of five, and for a period of thirty-five to forty minutes, beginning in first grade, they will have little opportunity to learn to think through the medium of writing.” (*A Fresh Look at Writing*, pg 104)

The lessons marked with an **X** are core, which are **mandatory** to be taught at each grade level. If there is not an **X** the teacher may choose to teach the lesson depending on the needs of their students.

Lessons For the Writer’s Notebook: These lessons are for students to begin using a writer’s notebook and can be used along with the first writing cycle. After the first four, teachers should select a few of the additional lessons to get their student’s immersed in their notebooks. Lesson 19 is selected because it is the first opportunity for students to use prewriting.

	Writer’s Notebook	3	4	5
N-1	Introducing the Writer’s Notebook	x	x	x
N-2	Introducing the Writer’s Notebook (alternate version)	x	x	x
N-3	Preparing for the Notebook (homework)	x	x	x
N-4	Launching the notebook	x	x	x
N-5	Collecting Mind Pictures and Sensory Observations			
N-6	Wondering About the World			
N-7	Writing From the Heart			
N-8	Capturing Bits of Conversation			
N-9	Experimenting with Goofing Around Writing			
N-10	Reacting to the World			
N-11	Starting a Seed Idea			
N-12	Gathering Artifacts			
N-13	Capturing Memories			
N-14	Reflecting on Yourself as a Writer			
N-15	Saving Writing You Admire			
N-16	Writing off of a Text			
N-17	Trying Some “Stretch Writing”			
N-18	Thinking About Genre			
N-19	Making a Plan	x	x	x
N-20	Crafting a Finished Piece			

Cycle 1

	Launch	3	4	5
I-4	Dig Up Buried Stories	x	x	
I-1	Create an Authority List	x	x	x
I-12	Free-Write for Specifics		x	x
D-30	Find Your Focus	x	x	x
I-17	Use Supporting Details	x	x	x
D-15	Use a Thematic Focus		x	x
D-16	Use a Time Focus		x	x
L-23	Use Verbs That Describe Action	x	x	x
L-22	Use Precise Nouns	x	x	x
L-21	Use Choice Adjectives	x	x	x
P-10	Edit with a Checklist	x	x	x
P-8	Be Aware of Words You Commonly Misspell (Optional)	x	x	
P-11	Fix Spelling Errors			

Cycle 2 (Third Grade)

	Narrative 1	3	4	5
I-8	Use Plot, Place and Character in a Story	x		
I-22	Bring Your Characters to Life	x		
I-25	Develop Your Characters	x		
I-23	Describe What Your Characters Look Like	x		
I-24	Develop the Inner Story	x		
I-27	Use Details to Bring the Setting Alive	x		
D-3	Organize Your Writing	x		
D-21	Write a Lively Lead	x		
D-22	Write a Waterfall Lead	x		
D-23	Come Up with the Right Ending	x		
I-15	Use General Information and Specific Details	x		
L-9	Use Fresh Language	x		
P-5	Use Parentheses to Add Information	x		
D-29	Develop a Scene	x		
L-19	Write a Believable Dialogue	x		
P-14	Break a Text into Paragraphs	x		
L-13	Vary Sentence Beginnings	x		
P-15	Stop the Run-on Sentence	x		
P-16	Use Consistent Tense	x		

Cycle 2 (Fourth and Fifth Grade)

	Narrative 2	3	4	5
I-8	Use Plot, Place, and Character in a Story		x	x
D-13	Use a Double Focus in a Narrative		x	x
D-31	Use Details to Alter the Pace of Time		x	x
D-4	Use a Recurring Detail		x	x
D-33	Use a Symmetrical Design		x	x
D-7	Use 2-3-1 Format for Organization			x
*	Choose <u>one</u> of the lessons on Leads D-17 (New) Cut to Your Lead D-18 (Review) Lead with a Question D-19 (New) Lead with the Big Picture D-20 (Review) Open with a Scene D-21 (Review) Write a Lively Lead D-22 (Review) Write a Waterfall Lead		x	x
*	Choose <u>one</u> of the lessons on Endings D-23 (Review) Come Up with the Write Ending D-24 (New) End with a Question D-25 (New) End with Humor D-26 (New) End with Your Strongest Line		x	x
L-17	Tighten Dialogue		x	x
I-13	Invent Specifics to Fill In Memory Gaps (If Needed)			
I-16	Use Inference to Let Readers Fill In the Gap		x	x
L-12	Move From Simple to Complex Sentences		x	x
L-7	Try Repetition in Narrative Writing		x	x
P-3	Use Commas to Add an Aside		x	x
P-6	Use the Dash to Spotlight Part of a Sentence (Optional)			x
P-1	Use a Colon to Introduce a List or Idea		x	x
P-2	Use a Semicolon to Pull Together Related Sentences		x	x
L-2	Avoid Redundant Words		x	x
L-1	Avoid Confusing Pronouns		x	x
P-9	Edit for Passive Voice		x	x

Cycle 3

	Nonfiction	3	4	5
L-18	Using a Natural Voice	x	x	
D-10	Find the Right Distance by Pulling in Close		x	x
D-11	Find the Right Distance by Pulling Back		x	x
D-1	Anticipate What the Audience Expects	x	x	x
D-9	Capture the Power of One	x	x	x
I-14	Use Authentic Details		x	x
D-6	Use Subtitles to Organize Your Writing	x	x	x
D-20	Open with a Scene (Intro in 3 rd)	x	x	x
D-18	Lead with a Question	x	x	x
L-24	Use Vocabulary Specific to a Subject	x	x	x
D-5	Use a Transition Between Ideas (Intro in 3 rd)	x	x	x
I-19	Make a Comparison (Intro in 3 rd)	x	x	x
P-4	Use Commas to List Ideas	x	x	x
P-7	Use the Ellipsis (Intro in 5 th)			x
L-16	Avoid Passive Verbs		x	x

Cycle 4

	Fiction	3	4	5
I-8	Use Plot, Place, and Character in a Story	x	x	x
I-11	Embellish an Idea		x	x
I-28	Work with an External Conflict		x	x
I-29	Work with an Internal Conflict		x	x
I-18	Value Your Experience	x	x	x
I-26	Make Your Story Believable (Optional)			
I-30	Write in the First Person	x	x	x
I-31	Write in Second Person	x	x	x
I-32	Write in Third Person	x	x	x
D-28	Create Suspense in Fiction	x	x	x
D-27	Control How Time Moves		x	x
D-34	Use a Triangular Structure (Intro in 3 rd)	x	x	x
D-32	Use a Snapshot Structure	x	x	x
D-35	Write a Circular Story or Poem (Optional)			
D-17	Cut to Your Lead (Intro in 4 th)		x	x
D-19	Lead with the Big Picture		x	x
*	Choose <u>one</u> of the lessons on Endings D-23 (Review) Come Up with the Write Ending D-24 (Review) End with a Question D-25 (Review) End with Humor D-26 (Review) End with Your Strongest Line	x	x	x
L-4	Remove Those Annoying Little Qualifiers	x	x	x
L-11	Combine Short Sentence	x	x	x
L-14	Vary the Length of Sentences	x	x	x

Cycle 5

	Poetry	3	4	5
I-3	Create a Poem with Imager, Emotion, and Music	x	x	x
I-2	Create a Poem from a Story (Intro in 3 rd)	x	x	x
I-20	Use a Metaphor	x	x	x
D-14	Use a Double Focus in a Poem			x
L-6	Create Line Breaks in a Poem	x	x	x
L-10	Use Repetition in Poetry	x	x	x
L-8	Use Alliteration	x	x	x
L-5	Choose Words That Sound Like What They Mean	x	x	x
L-20	Use a Thesaurus to Find Just the Right Word	x	x	x
D-26	End with Your Strongest Line	x	x	x
D-8	Use White Space in a Poem		x	x
I-21	Use Personification	x	x	x
P-17	Use Fragments When You Write a Poem	x	x	x
L-3	Delete the Weak Parts (Intro in 4 th)		x	x
L-15	Avoid Clichés		x	x

*NOTE: Between each cycle, students complete a publishing cycle.