



Fifth Grade English Language Arts Scope and Sequence

Taught Throughout the Year				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	RF.5.3 Know and apply grade level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed. L.5.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5		4–5 text complexity band independently and proficiently.	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. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support	
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Language standards 1 and 3 for specific expectations.)			particular points in a text, identifying which reasons and evidence support which point[s]”). 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.	
Resource	Structures Curriculum	RAZ-Plus	Wonders Unit 5 Research Report	Ready Reading Language Handbook: Lesson 23

Quarter 1			
	Reading	Writing	Language
Standard	RL.5.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Resource	Ready Teacher Toolbox Unit 2 & 4 Determining a Theme Guidance Types of Summaries Guidance	OREO Method Wonders Unit 1, 3 & 5	Ready Language Handbook: Lessons 1-2, 8-10, 18, 20-21

Quarter 2			
	Reading	Writing	Language
Standard	RI.5.2 Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.5 Demonstrate understanding of figurative language, word relationships, and

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			nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Resource	Ready Teacher Toolbox Units 1 & 3 RAZ-Plus Determining a Theme Guidance Types of Summaries Guidance Teaching Text Structures	RACE Method Wonders Units 2, 4, & 6 ELA Standards Appendix C pg. 30 Informative/Explanatory writing sample	Ready Language Handbook: Lessons 4-7, 15-17, 18, 22-23

Quarter 3			
	Reading	Writing	Language
Standard	RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 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. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain specific vocabulary to inform about or explain the	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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		topic. e. Provide a concluding statement or section related to the information or explanation presented.	
Resource	Ready Teacher Toolbox Units 3-6 Wonders Reading Literature and Informational Text (see appendix) ODE Model Curriculum RAZ-Plus	OREO & RACE Method Wonders Units 1 - 6 ELA Standards Appendix C pg. 30 Informative/Explanatory writing sample	Ready Language Handbook: Lessons 11-14

Quarter 4			
	Reading	Writing	Language
Standard	<i>All Reading Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i> RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	<i>All Language Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i>
Resource	ODE Model Curriculum RAZ-Plus	Wonders Unit1, 2, 3, & 6 ELA Standards Appendix C pg. 32 Narrative Writing Sample	

Learning Targets Taught Throughout the Year

Ohio Standard	Learning Targets	Date(s) Taught
RL.5.1/RI.5.1	Quote accurately from a text to explain what the text is explicitly stating.	
	Quote accurately from a text when drawing inferences from the text.	
RL.5.10	Read and comprehend fictional stories.	
	Read and comprehend fictional plays (dramas).	
	Read and comprehend fictional poetry.	
	Make text-to-self connections by activating prior knowledge and drawing on previous experiences.	
	Make text-to-text connections.	
RI.5.10	Comprehend non-fiction text in social studies.	
	Comprehend non-fiction text in science.	
	Comprehend technical text.	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task.	
	Produce clear and coherent writing in which the development and organization are appropriate to purpose.	
	Produce clear and coherent writing in which the development and organization are appropriate to audience.	
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by rewriting.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach.	
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce writing as well as to interact and collaborate with others.	
	With some guidance and support from adults, use technology, including the Internet, to 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.	
	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
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.	
	Gather relevant information from print sources.	
	Gather relevant information from digital sources.	
	Summarize or paraphrase information in notes and finished work.	
	Provide a list of sources.	

W.5.9	Draw evidence from literary or informational texts to support analysis.	
	Draw evidence from literary or informational texts to support reflection.	
	Draw evidence from literary or informational texts to support research.	
	Apply grade 5 Reading standards to literature Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].	
	Apply grade 5 Reading standards to informational texts Explain how an author uses reasons to support particular points in a text.	
	Apply grade 5 Reading standards to informational texts Explain how an author uses evidence to support particular points in a text.	
	Apply grade 5 Reading standards to informational texts Identify which reasons and evidence support which point[s].	
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	
	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Quarter 1 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.5.2/RI.5.2	Determine the theme of a story.	
	Determine the theme of a drama.	
	Determine the theme of a poem.	
	Explain how the characters in a story respond to challenges.	
	Explain how the characters in a drama respond to challenges.	
	Explain how the speaker in a poem reflect on a topic.	
	Summarize a story.	
	Summarize a drama.	
	Summarize a poem.	
RL.5.3	Compare two or more characters using specific details from a story or drama.	
	Compare two or more settings using specific details from a story or drama.	
	Compare two or more events using specific details from a story or drama.	
	Contrast two or more characters using specific details from a story or drama.	
	Contrast two or more settings using specific details from a story or drama.	
	Contrast two or more events using specific details from a story or drama.	
RL.5.4	Determine meaning of words in a text.	
	Determine meaning of phrases in a text.	
	Determine meaning of figurative language such as metaphors, similes, and idioms.	
RL.5.5	Explain how a series of chapters provide overall structure to a story.	
	Explain how a series of scenes provide overall structure to a drama.	
	Explain how a series of stanza provide overall structure to a poem.	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
	Introduce a topic or text clearly.	
	State an opinion.	
	Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
	Provide logically ordered reasons that are supported by facts.	
	Provide logically ordered reasons that are supported by details.	
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
	Provide a concluding statement or section related to the opinion presented.	

Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.5.2/RI.5.2	Determine the theme of a story.	
	Determine the theme of a drama.	
	Determine the theme of a poem.	
	Explain how the characters in a story respond to challenges.	
	Explain how the characters in a drama respond to challenges.	
	Explain how the speaker in a poem reflect on a topic.	
	Summarize a story.	
	Summarize a drama.	
	Summarize a poem.	
	Make text-to-text connections.	
RI.5.3	Explain the relationships or interactions between two or more individuals in a historical text.	
	Explain the relationships or interactions between two or more individuals in a scientific text.	
	Explain the relationships or interactions between two or more individuals in a technical text.	
	Explain the relationships or interactions between two or more events in a historical text.	
	Explain the relationships or interactions between two or more events in a scientific text.	
	Explain the relationships or interactions between two or more events in a technical text.	
	Explain the relationships or interactions between two or more ideas in a historical text.	
	Explain the relationships or interactions between two or more ideas in a scientific text.	
	Explain the relationships or interactions between two or more ideas in a technical text.	
	Explain the relationships or interactions between two or more concepts in a historical text.	
	Explain the relationships or interactions between two or more concepts in a scientific text.	
	Explain the relationships or interactions between two or more concepts in a technical text.	
RI.5.4	Determine the meaning of academic words in a text.	
	Determine the meaning of academic phrases in a text.	
	Determine the meaning of domain-specific words in a text.	
	Determine the meaning of domain-specific phrases in a text.	
RI.5.5	Compare the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in two or more texts.	
	Compare the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas, in two or more texts.	
	Compare the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in two or more texts.	
	Compare the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.	

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	Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in two or more texts.	
	Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas, in two or more texts.	
RI.5.5	Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in two or more texts.	
	Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.	
W.5.2	Write informative/explanatory texts to examine a topic and convey clearly.	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic clearly.	
	Provide a general observation and focus.	
	Group related information logically.	
	Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
	Include formatting (e.g., headings) when useful to aiding comprehension.	
	Include illustrations when useful to aiding comprehension.	
	Include multimedia when useful to aiding comprehension.	
	Develop the topic with facts.	
	Develop the topic definitions.	
	Develop the topic with concrete details.	
	Develop the topic with quotations.	
	Develop the topic other information and examples related to the topic.	
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
	Use precise language to inform about or explain the topic.	
	Use domain-specific vocabulary to inform about or explain the topic.	
	Provide a concluding statement or section related to the information or explanation presented.	

Quarter 3 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.5.6	Describe a narrator's point of view and how it influences how events are described in a text.	
	Describe a speaker's point of view and how it influences how events are described.	
	Describe a narrator's perspective and how it influences how events are described.	
	Describe a speaker's perspective and how it influences how events are described.	
RL.5.7	Analyze how visual elements contribute to the meaning of a text.	
	Analyze how visual elements contribute to the tone of a text.	
	Analyze how visual elements contribute to the mood of a text.	
	Analyze how visual elements contribute to the appeal of a text.	
	Analyze how multimedia elements contribute to the meaning of a text.	
	Analyze how multimedia elements contribute to the tone of a text.	
	Analyze how multimedia elements contribute to the mood of a text.	
	Analyze how multimedia elements contribute to the appeal of a text.	
RL.5.9	Compare stories in the same genre on their approaches to similar themes.	
	Compare stories in the same genre on their approaches to similar topics.	
	Contrast stories in the same genre on their approaches to similar themes.	
	Contrast stories in the same genre on their approaches to similar topics.	
RI.5.6	Analyze multiple accounts on the same topic/event.	
	Describe the similarities and differences in each point of view.	
	Support analysis with evidence from the text.	
RI.5.7	Collect data/information from a text to solve a problem.	
	Locate an answer from print to solve problems.	
	Locate an answer from digital sources to solve problems.	
	Organize information to answer questions efficiently.	
RI.5.8	Explain how an author uses evidence to support particular points in a text.	
	Identify which evidence supports which points.	
RI.5.9	Integrate information from several texts on the same topic in order to write about the subject.	
	Integrate information from several texts on the same topic in order to speak about the subject.	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
	Introduce a topic or text clearly.	
	State an opinion.	
	Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	

	Provide logically ordered reasons that are supported by facts.	
	Provide logically ordered reasons that are supported by details.	
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
	Provide a concluding statement or section related to the opinion presented.	
W.5.2	Write informative/explanatory texts to examine a topic and convey clearly.	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic clearly.	
	Provide a general observation and focus.	
	Group related information logically.	
	Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
	Include formatting (e.g., headings) when useful to aiding comprehension.	
	Include illustrations when useful to aiding comprehension.	
	Include multimedia when useful to aiding comprehension.	
	Develop the topic with facts.	
	Develop the topic definitions.	
	Develop the topic with concrete details.	
	Develop the topic with quotations.	
	Develop the topic other information and examples related to the topic.	
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
	Use precise language to inform about or explain the topic.	
	Use domain-specific vocabulary to inform about or explain the topic.	
	Provide a concluding statement or section related to the information or explanation presented.	

Quarter 4 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.5.3	Compare two or more characters using specific details from a story or drama.	
	Compare two or more settings using specific details from a story or drama.	
	Compare two or more events using specific details from a story or drama.	
	Contrast two or more characters using specific details from a story or drama.	
	Contrast two or more settings using specific details from a story or drama.	
	Contrast two or more events using specific details from a story or drama.	
RL.5.6	Describe a narrator's point of view and how it influences how events are described in a text.	
	Describe a speaker's point of view and how it influences how events are described.	
	Describe a narrator's perspective and how it influences how events are described.	
	Describe a speaker's perspective and how it influences how events are described.	
W.5.3	Write narratives to develop real experiences or events.	
	Write narratives to develop imagined experiences or events.	
	Use effective technique.	
	Use descriptive details.	
	Use clear event sequences.	
	Orient the reader by establishing a situation.	
	Introduce a narrator and/or characters.	
	Organize an event sequence that unfolds naturally.	
	Use dialogue.	
	Use description.	
	Use pacing.	
	Develop experiences and events.	
	Show the responses of characters to situations.	
	Use a variety of transitional words, phrases, and clauses.	
	Manage the sequence of events.	
	Use concrete words and phrases to convey experiences and events precisely.	
	Use sensory details to convey experiences and events precisely.	
	Provide a conclusion that follows from the narrated experiences or events.	