

Standards Alignment Guide

Genre Units

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Genre Units contain 5-6 lessons that guide students through the writing process to produce a final piece of writing. Units also include pre- and post-assessments.

5th Grade

Narrative

Realistic Fiction: *Australian Adventures*

Fictional Story: *Magical Objects* **NEW!**

Opinion

Persuasive Essay: *Skatepark*

Literary Essay: *Storyteller Con*

Persuasive Essay: *Town Fair*

Informative

Research Paper: *Investigating Asteroids*

Research Paper: *Bioluminescence*

4th Grade

Narrative

Realistic Fiction: *Amusement Park*

New Unit Coming in the 2025-26 School Year

Opinion

Opinion Essay: *Would You Rather*

Response to Reading: *Detective Series*

New Unit Coming in the 2025-26 School Year

Informative

Informative Text: *Travel to Seoul*

Informative Text: *England Expeditions* **NEW!**

Genre Units contain 5-6 lessons that guide students through the writing process to produce a final piece of writing. Units also include pre- and post-assessments.

3rd Grade

Narrative

Fictional Story: *Constellation Stories*

New Unit Coming in the 2025-26 School Year

Opinion

Opinion Paragraphs: *Festivals*

New Unit Coming in the 2025-26 School Year

Informative

Informative Paragraphs: *Saving Sea Turtles*

New Unit Coming in the 2025-26 School Year **COMING SOON!**

2nd Grade

Narrative

Personal Narrative: *Goat Escape*

Fictional Story: *Campsite Bandit*

Opinion

Opinion Sentences: *Pizza Quest*

New Unit Coming in the 2025-26 School Year **COMING SOON!**

Informative

Informative Paragraph: *Project Treehouse* **NEW!**

Informative Paragraph: *Amani's Animal Rescue*



Unit 1: Australian Adventures

Students write a **realistic fiction text** with character desires, minor events, and a climax. Along the way, they bring their story to life with character details, reactions, and sensory details.

Pre-Assessment
 Picnic Adventure
 30 mins

Lesson 1
Planning
 Create Your Character
 50 minutes

Lesson 2
Leads
 Begin Your Adventure
 40 minutes

Lesson 3
Drafting
 Add Some Drama
 40 minutes

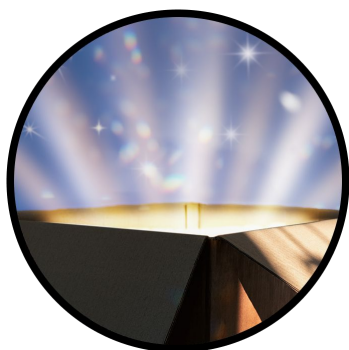
Lesson 4
Drafting & Revising
 Make It Thrilling
 40 minutes

Lesson 5
Endings & Editing
 End Your Adventure
 45 minutes

Post-Assessment
Post-Assessment
 Pet Store Adventure
 30 minutes

Standards

- W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.b** Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- W.5.3.c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.



Unit 3: Magical Objects

INDEPENDENT WRITING UNIT

Students write a **fictional story** about a character who discovers a magical object. Students are guided through the writing process but **independently** brainstorm, make a story plan, create a draft, and revise their writing.

Lesson 1

Brainstorming
 Imagine the Magic
 30 mins

Lesson 2

Planning
 Build Your Character
 35 minutes

Lesson 3

Drafting
 Drafting the Impossible
 35 minutes

Lesson 4

Revising
 Make it Sparkle
 35 minutes

Post-Assessment

Post-Assessment
 Something's Broken
 30 minutes

Standards

- W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.b** Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- W.5.3.c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- 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.



Unit 1: Skatepark

Students write a **persuasive letter** to convince the mayor to transform an abandoned pool into a skatepark for their community. They read two sources and take notes before organizing the information into a letter.



Pre-Assessment

Pre-Assessment
Class Pet
30 mins



Lesson 1

Planning
A Skatepark for Everyone
40 minutes



Lesson 2

Drafting
Convince the Mayor
40 minutes



Lesson 3

Drafting
Quote the Experts
40 minutes



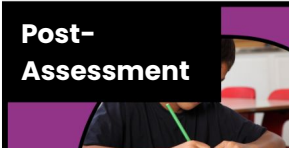
Lesson 4

Intro & Conclusion
Stick the Landing
40 minutes



Lesson 5

Endings & Editing
Ramp Up Your Writing
35 minutes



Post-Assessment

Post-Assessment
Pet Store Adventure
30 minutes

Standards

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1.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.
- W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
- W.5.1.d** Provide a concluding statement or section related to the opinion presented.
- 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.
- 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.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 2: Storyteller Con

Students write a four-paragraph **literary essay** about a theme from a story. Students develop a thesis statement, use story events as reasons, and back their thinking up with evidence and explanations.

 Pre-Assessment Pre-Assessment No More Ants 30 mins	 Lesson 1 Exploring Mentor Texts Welcome to Storyteller Con 50 minutes	 Lesson 2 Planning Plan Your Fanzine 50 minutes	 Lesson 3 Drafting Add Your Evidence 50 minutes
 Lesson 4 Drafting & Revising Explain Your Evidence 50 minutes	 Lesson 5 Intro & Conclusion Introduce Your Fanzine 50 minutes	 Lesson 6 Editing & Publishing Design Your Fanzine 35 minutes	 Post-Assessment Post-Assessment Shaken Up 30 minutes

Standards

- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9.a** Apply Grade 5 Reading standards to literature drawing on specific details in the text.
- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1.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.
- W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1.d** Provide a concluding statement or section related to the opinion presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2** 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; summarize the text.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 3: Town Fair

INDEPENDENT WRITING UNIT

Students write a **persuasive essay** in the form of a flyer encouraging local residents to hold a town fair. Students are guided through the writing process but **independently** take notes, create an outline, write a draft, and revise their writing.

Lesson 1



Gathering Information

Explore Town Fairs

35 mins

Lesson 2



Outlining

Plan Your Flyer

35 minutes

Lesson 3



Drafting

Convince Your Reader to Vote Yes

15 minutes

Lesson 4



Revision

Share Your Flyer

35 minutes

Post-Assessment



Post-Assessment

Science Museum

30 minutes

Standards

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1.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.
- W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1.d** Provide a concluding statement or section related to the opinion presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- 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.5.10** 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.



Unit 1: Investigating Asteroids

Students write a four-paragraph **research paper** about asteroids. Students research information using multiple sources, organize their notes into subtopics, use expert quotes, and create a bibliography.

Pre-Assessment



Pre-Assessment
Helpful Insects

30 mins

Lesson 1



Gathering Information
Launch Your Research

40 minutes

Lesson 2



Research
Meet the Scientists

40 minutes

Lesson 3



Organizing Information
Mission to Sort

40 minutes

Lesson 4



Drafting
3, 2, 1...Draft!

40 minutes

Lesson 5



Intro & Conclusion
Hook Your Reader

40 minutes

Lesson 6



Editing & Revising
Prepare to Share

35 minutes

Post-Assessment



Post-Assessment
Dolphin Smarts

30 minutes

Standards

- W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2.a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- 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 & digital sources; summarize or paraphrase information in notes & finished work, & provide a list of sources.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 3: Bioluminescence

INDEPENDENT WRITING UNIT

Students write a five-paragraph **research paper** on bioluminescence. Students are guided through the writing process but **independently** take notes, create an outline, write and revise a draft, and create a bibliography.

Lesson 1



Gathering Information
Enter the Deep Ocean
35 mins

Lesson 2



Gathering Information
Quote the Ocean Experts
35 minutes

Lesson 3



Outlining
Plan Your Poster
35 minutes

Lesson 4



Drafting
Overcome the Blank Page
45 minutes

Lesson 5



Revising & Publishing
Design Your Aquarium Poster
45 minutes

Post-Assessment



Post-Assessment
Carnivorous Plants
30 minutes

Standards

- W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2.a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- 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.
- 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; provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.



Unit 1: Amusement Park

Students write a **realistic fiction text** for a classroom short story festival. They plan using a story arc, and draft the story using dialogue, action, emotions, and transition words. Lastly, they edit their writing and share with their classmates.

**Pre-
Assessment**


Pre-Assessment
 Playground Stories
 30 mins

Lesson 1


Story Planning
 Plan Your Story
 45 minutes

Lesson 2


Beginning a Story
 Set the Stage
 40 minutes

Lesson 3


Transition Words & Phrases
 Add Some SPEED
 50 minutes

Lesson 4


Story Endings
 Wrap It Up
 40 minutes

Lesson 5


Editing & Sharing
 Share Your Story
 45 minutes

**Post-
Assessment**


Post-Assessment
 Sports Stories
 30 minutes

Standards

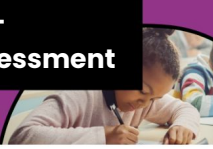
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3.b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3.c** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3.e** Provide a conclusion that follows from the narrated experiences or events.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.4.2.b** Use commas and quotation marks to mark direct speech and quotations from a text.



Unit 1: Would You Rather

Students write an **opinion essay** and act as guests on a “would you rather”-style podcast. Each student crafts a four-paragraph text with a thesis, two reasons, and examples. Lastly, students present their podcast with a partner.

Pre-Assessment



Pre-Assessment
Which Class?

30 mins

Lesson 1



Gathering Information
Either/Or Explorers

40 minutes

Lesson 2



Planning
Plan Your Podcast

40 minutes

Lesson 3



Drafting
Start Your Script

40 minutes

Lesson 4



Drafting & Revising
Add Some POWER

40 minutes

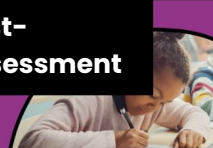
Lesson 5



Editing & Sharing
Get Ready to Present

45 minutes

Post-Assessment



Post-Assessment
Which Job?

30 minutes

Standards

- W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.1.b** Provide reasons that are supported by facts and details.
- W.4.1.c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1.d** Provide a concluding statement or section related to the opinion presented.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10** 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.



Unit 2: Detective Series

Students learn how to write a **response to reading**. Students begin by writing complete-sentence answers to questions about a text, and by the end of the unit write complete-paragraph responses with text evidence and analysis.



Pre-Assessment

Pre-Assessment
Stay Cool
30 mins



Lesson 1

Answering in a Complete Sentence
Case of the Missing Grandpa
30 minutes



Lesson 2

Adding Evidence
Find the Evidence
35 minutes



Lesson 3

Elaboration
Connect the Clues
30 minutes



Lesson 4

Paragraph Responses
Solve the Mystery
30 minutes



Post-Assessment

Post-Assessment
Welcome Back
30 minutes

Standards

- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9.a** Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- W.4.10** 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.
- RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



Unit 1: Travel to Seoul

Students write a three-paragraph **informative text** in the form of a blog post about Seoul, South Korea. After sorting information about destinations in Seoul, they select two to include in their blog and add an introduction. Finally, they edit and revise to create a final draft.



Pre-Assessment
 Ready for the Moon
 30 mins



Lesson 1
Gathering Information
 Explore the City
 40 minutes



Lesson 2
Organizing Information & Drafting
 Find Your Facts
 35 minutes



Lesson 3
Drafting
 Match It Up
 40 minutes



Lesson 4
Write an Introduction
 Excite Your Reader
 40 minutes



Lesson 5
Write a Conclusion
 Make It Memorable
 40 minutes



Lesson 6
Editing
 Prepare to Post
 35 minutes



Post-Assessment
Post-Assessment
 Useful Robots
 30 minutes

Standards

- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2.a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2.e** Provide a concluding statement or section related to the information or explanation presented.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



Unit 3: England Expeditions **INDEPENDENT WRITING UNIT**

Students write a four-paragraph **informative script** about London and Cornwall, England. Students are guided through the writing process but will **independently** take notes, create an outline, draft, revise, and list their sources.

Lesson 1



Gathering Information
Explore London

35 mins

Lesson 2



Gathering Information
Discover Cornwall

35 minutes

Lesson 3



Outlining
Map Out Your Script

35 minutes

Lesson 4



Drafting
All About London and Cornwall

45 minutes

Lesson 5



Revising & Editing
Show Off Your Script

45 minutes

Post-Assessment



Post-Assessment
Secrets of the Brain

30 minutes

Standards

- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2.a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.e** Provide a concluding statement or section related to the information or explanation presented.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



Unit 1: Constellation Stories

Students write a **fictional story** about a character seen in a constellation. They plan using a story plan, and draft the story using descriptions, character thoughts, and character actions. Lastly, they edit their writing and share with their classmates.

Pre-Assessment



Pre-Assessment
Pond Stories
30 mins

Lesson 1



Planning Your Story
Constellation Creation
45 minutes

Lesson 2



Brainstorming a Solution
Stellar Solutions
50 minutes

Lesson 3



Drafting a Lead
Strap Into Your Story
50 minutes

Lesson 4



Drafting with Character Thoughts
Thought-full Characters
55 minutes

Lesson 5



Revising & Editing
Share Your Story
45 minutes

Post-Assessment



Post-Assessment
Nocturnal Creatures Story
30 minutes

Standards

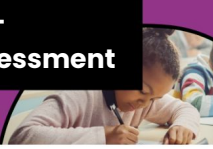
- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.d** Provide a sense of closure.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.10** 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.
- L.3.2.c** Use commas and quotation marks in dialogue.
- L.3.3.a** Choose words and phrases for effect.
- L.3.5** Demonstrate understanding of word relationships and nuances in word meanings (figurative language).



Unit 1: Festivals

Students write **a short opinion essay** in the form of a message to a traveling filmmaker. They write a three-paragraph text that includes an opinion sentence, two reasons, and examples. Students will share their message with the class at the end of the unit.

Pre-Assessment



Pre-Assessment
Choice Day
30 mins

Lesson 1



Planning
Pick Your Festival!
40 minutes

Lesson 2



Drafting
Tell Tariq Why
35 minutes

Lesson 3



Drafting & Elaboration
Help Tariq Picture It
40 minutes

Lesson 4



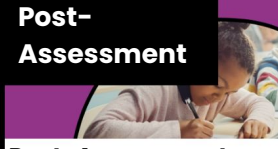
Introduction & Conclusion
Opening and Final Acts
50 minutes

Lesson 5



Editing & Publishing
Festival Showcase
45 minutes

Post-Assessment



Post-Assessment
National Day
30 minutes

Standards

- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.b** Provide reasons that support the opinion.
- W.3.1.c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1.d** Provide a concluding statement or section.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- L.3.3.a** Choose words and phrases for effect.



Unit 1: Saving Sea Turtles

Students write **informative paragraphs** in a booklet with two sections about how to help protect sea turtles. They gather information from experts, write drafts using complex sentences, elaborate on their ideas, and include headings for each section.

Pre-Assessment
 Free Saturday
 30 mins

Lesson 1
Gathering Information
 Shelly's Beach Needs You
 40 minutes

Lesson 2
Drafting with Complex Sentences
 Make Your Guidebook
 40 minutes

Lesson 3
Elaboration
 Be the Turtle Expert
 50 minutes

Lesson 4
Titles & Headings
 Create Exciting Turtle Titles
 40 minutes

Lesson 5
Editing
 Fix It Up!
 35 minutes

Lesson 6
Give Feedback
 Show Off Your Guidebook
 35 minutes

Post-Assessment
 New Student
 30 minutes

Standards

- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.b** Develop the topic with facts, definitions, and details.
- W.3.2.c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.7** Conduct short research projects that build knowledge about a topic.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



Unit 1: Goat Escape

Students write a **personal narrative** about witnessing a breaking-news report about goats taking over a neighborhood. They use a story plan and create a draft using details and feelings. Lastly, they edit their writing and share it with their classmates.



Pre-Assessment
 Something New
 30 mins



Lesson 1
Planning & Drafting the Beginning
 Breaking News!
 35 minutes



Lesson 2
Planning & Drafting the Middle
 Goat Takeover
 35 minutes



Lesson 3
Planning & Drafting the End
 Goodbye, Goats
 35 minutes



Post-Assessment
 Waiting Isn't Easy
 30 minutes

Standards

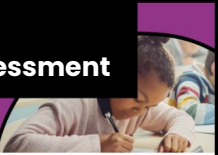
- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



Unit 2: Campsite Bandit

Students write a **fictional story** as a character who takes marshmallows from a crowded campsite. They use a story plan and draft the story using descriptions, character feelings, and character actions. Lastly, they edit their draft and share with their classmates.

Pre-Assessment



Pre-Assessment
The Garage Sale Bandit
30 mins

Lesson 1



Planning
The Marshmallow Mystery
40 minutes

Lesson 2



Drafting the Beginning
Be the Bandit
40 minutes

Lesson 3



Drafting the Middle
The Bandit Strikes!
50 minutes

Lesson 4



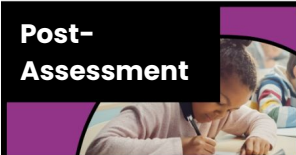
Drafting the Ending
The Sweet Escape
40 minutes

Lesson 5



Editing
Classroom Campfire
45 minutes

Post-Assessment



Post-Assessment
The Beach Bandit
30 minutes

Standards

- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



Unit 1: Pizza Quest

Students write **opinion sentences** in the form of a message to a team of video-game designers. They write sentences with an opinion, a reason, and a connecting word. Then, students share their message with the class.

Pre-Assessment



Pre-Assessment
Travel Through Moab

30 mins

Lesson 1



Drafting & Revising
Mount Mozzarella

45 minutes

Lesson 2



Drafting & Revising
Marinara Bay

35 minutes

Lesson 3



Write a Conclusion
Deep Dish Glacier

35 minutes

Lesson 4



Write an Introduction
To the Game Designers

45 minutes

Post-Assessment



Post-Assessment
Explore La Fortuna

30 minutes

Standards

- W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 1: Project Treehouse

Students write an **informative paragraph** and create a design plan for a treehouse. After gathering information and taking notes on a diagram, they write a body paragraph. Then, they add an intro and conclusion, revise their writing, and edit to complete a final draft.



Pre-Assessment

Pre-Assessment
Fish Tank Designer

30 mins



Lesson 1

Gathering Information
Welcome to Project Treehouse!

35 minutes



Lesson 2

Planning
Meet the Clients

35 minutes



Lesson 3

Drafting & Editing
Build It with Words

35 minutes



Lesson 4

Drafting & Editing
The Treehouse Reveal

25 minutes



Post-Assessment

Post-Assessment
Playground Designer

40 minutes

Standards

- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 2: Amani's Animal Rescue

Students write an **informative paragraph** about an animal. After gathering information and taking notes from two sources, they write a draft that includes an introduction and conclusion. Lastly, they revise and edit their writing to create a final draft.

Pre-Assessment



Pre-Assessment
Spider Monkeys
30 mins

Lesson 1



Gathering Information
Amani's Animal Rescue Needs You!
30 minutes

Lesson 2



Begin Drafting
Be the Animal Expert
35 minutes

Lesson 3



Beginnings & Endings
Introduce Your Arrival
35 minutes

Lesson 4



Revision
Wow Your Reader
40 minutes

Lesson 5



Editing
Fix It Up!
40 minutes

Post-Assessment



Post-Assessment
Mossy Frogs
30 minutes

Standards

- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

Skill	Lesson	Grades	Related Genres	Standards
<u>Adding Details</u> 	It Jumped (30 mins) Practice Lessons: It Leaped (15 mins) It Climbed (15 mins) It Fell (15 mins)	2–3	Narrative Opinion Informative	L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.i Produce simple, compound, and complex sentences. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	<u>Connecting Words</u> 			W.2.1 Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	<u>Elaborating with Feelings</u> 			L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<u>“How” Adverbs</u> 			L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.e Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. L.2.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Skill	Lesson	Grades	Related Genres	Standards
<u>Hyperbole</u> 	Best Trip Ever! (30 mins)	2–3	Narrative	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
	Practice Lessons: Ski Trip (15 mins)			L.3.3.a Choose words and phrases for effect.
	State Fair (15 mins)			L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
	Water Park (15 mins)			L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>Onomatopoeia</u> 	Jungle Sounds (30 mins)	2–3	Narrative	L.3.3.a Choose words and phrases for effect.
	Practice Lessons: Pinball Game (15 mins)			L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
	Steam Train (15 mins)			L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	Floating Dog (15 mins)			RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>Sorting Information</u> 	Field Day Games (30 mins)	2–3	Opinion Informative	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	Practice Lessons: Making Pancakes (15 mins)			W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Making Spaghetti (15 mins)			
	Making S'mores (15 mins)			
<u>Topic Sentences</u> 	People and Their Jobs (30 mins)	2–3	Opinion Informative	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	Practice Lessons: Elevator Mechanic (15 mins)			W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	Pastry Chef (15 mins)			W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	Flight Attendant (15 mins)			W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Skill	Lesson	Grades	Related Genres	Standards
<u>Using “And”</u> 	Raccoon Day Poster (30 mins) Practice Lessons: Candy Store (15 mins) Water Playground (15 mins) House (15 mins)	2–3	Narrative Opinion Informative	L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.3.1.i Produce simple, compound, and complex sentences.
<u>“When” Adverbs</u> 	The World’s Fair (30 mins) Practice Lessons: Baking Cookies (15 mins) Swim–Bike–Run (15 mins) Snow Day Fun! (15 mins)	2–3	Narrative Opinion Informative	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3.c Use temporal words and phrases to signal event order.

Skill	Lesson	Grades	Related Genres	Standards
<u>Character Traits</u> 	Alex the Alien (30 mins)	4–5	Narrative	W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	Practice Lessons: Darla (15 mins) Pablo (15 mins) William (15 mins)			W.5.3.b Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.5.2 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.
<u>Complex Sentences</u> 	Dragon Boat Race (30 mins)	4–5	Narrative Opinion Informative	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Practice Lessons: Games (15 mins) Art Activity (15 mins) Summer Activity (15 mins)			L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<u>Direct Quotations</u> 	Quote the Coach (30 mins)	4–5	Opinion Informative	W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Practice Lessons: Astronaut (15 mins) Robots (15 mins) Marine Biologist (15 mins)			W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<u>Domain-Specific Vocabulary</u> 	Kite Fest (30 mins)	4–5	Opinion Informative	W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Practice Lessons: Tent Building (15 mins) Rock Climbing (15 mins) Scuba Diving (15 mins)			W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

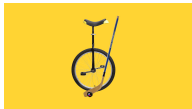
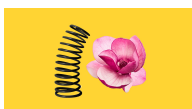
Skill	Lesson	Grades	Related Genres	Standards	
<u>Expanding Sentences</u> 	Expand the Caption (30 mins)	4–5	Narrative Opinion Informative	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Practice Lessons:			L.4.3a	Choose words and phrases to convey ideas precisely.
	At the Park (15 mins)			L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	After the Rain (15 mins)			L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	At the Library (15 mins)				
<u>Paragraph Structure</u> 	Tardigrades in Space (30 mins)	4–5	Opinion Informative	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Practice Lessons:			W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
	Underwater Stalactites (15 mins)			W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	The Iris (15 mins)			W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
	The Bridge (15 mins)				
<u>Personification</u> 	A Weekend in the City (30 mins)	4–5	Narrative Opinion Informative	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Practice Lessons:			L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Amusement Park (15 mins)				
	Fountain (15 mins)				
	Car Wash (15 mins)				

Skill	Lesson	Grades	Related Genres	Standards	
<u>Prompt Analysis</u> 	Candy Factory (30 mins)	4–5	Narrative Opinion Informative	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Practice Lessons: Donut Factory (15 mins)			RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
	Splash Park (15 mins)			W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	Reptile Petting Zoo (15 mins)			W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<u>Revising Words</u> 	Curious Collections (30 mins)	4–5	Narrative Opinion Informative	L.4.3.a	Choose words and phrases to convey ideas precisely.
	Practice Lessons: Landscape Art (15 mins)			W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	Tiny Worlds (15 mins)			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.
	Pet Portraits (15 mins)				
<u>Similes</u> 	Sea Monster (30 mins)	4–5	Narrative Opinion Informative	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Practice Lessons: Hammerhead Shark (15 mins)			L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	Walrus (15 mins)			L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Blowfish (15 mins)			L.5.5.a	Interpret figurative language, including similes and metaphors, in context.

Skill	Lesson	Grades	Related Genres	Standards	
<u>Intro to Narrative</u> 	Parts of a Story (30 mins)	2–5	Narrative	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Practice Lessons: Ice Cream (15 mins) Football (15 mins) Lost Dog (15 mins)			W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
				W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<u>Intro to Opinion</u> 	This or That (30 mins)	2–5	Opinion	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	Practice Lessons: Recess (15 mins) Field Trip (15 mins) New Pet (15 mins)			W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
				W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<u>Intro to Informative</u> 	Animal Clues (30 mins)	2–5	Informative	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	Practice Lessons: Vehicles (15 mins) Sports (15 mins) Places (15 mins)			W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
				W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
				W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Skill	Lesson	Grades	Related Genres	Standards
<u>Setting Writing Goals</u> 	My Writing Journey (30 mins) Practice Lessons: Goal Check-in #1 (15 mins) Goal Check-in #2 (15 mins) Goal Check-in #3 (15 mins)	2-5	Narrative Opinion Informative	W.3.10 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. W.4.10 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. 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.
	Partnering 			SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Peer Feedback 			SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.

Independent Writing Prompt	Grades	Related Genres	Focus Area
<u>Pick a Puppy</u> 	2–5	Narrative Opinion Informative	Description Similarities and Differences
<u>Make a Monster!</u> 	2–5	Narrative	Description
<u>The Unexpected Guest</u> 	2–5	Narrative	Sequence
<u>The Backpack Monster</u> 	2–5	Narrative	Elaboration
<u>Watermelon-ventions</u> 	2–5	Informative	Problem–Solution
<u>Build Your Own Playground</u> 	2–5	Opinion	Personal Opinion
<u>Beautiful Busses</u> 	2–5	Opinion	Persuasive Letter
<u>The City of Ice</u> 	2–5	Informative	Observation and Description

Independent Writing Prompt	Grades	Related Genres	Focus Area
<u>The Water's Fine</u> 	2-5	Opinion	Reasoning
<u>Challenging Combinations</u> 	2-5	Narrative Opinion Informative	Transition Word "While"
<u>Sensational Smells</u> 	2-5	Narrative Opinion Informative	Sensory Details
<u>The Great Pumpkin Paddle</u> 	2-5	Narrative Opinion Informative	Description
<u>Plantimals</u> 	2-5	Narrative Opinion Informative	Prediction Context Clues
<u>Spring Homonyms</u> 	2-5	Narrative Opinion Informative	Homonyms
<u>The Oxford Shark</u> 	2-5	Narrative Opinion Informative	Description Reasons Emotion Words
<u>Gotham City Surprise</u> 	2-5	Narrative Opinion Informative	Transition Phrases