

**mystery** writing

# Standards Alignment Guide

## Genre Units

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## Essential Skill + Practice Lessons

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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*

**Fictional Story:** *Where's Chester?* **COMING SOON!**

### 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*

**Informative Text:** *Earth Explorers* **NEW!**

## 2nd Grade

### Narrative

**Personal Narrative:** *Goat Escape*

**Fictional Story:** *Campsite Bandit*

### Opinion

**Opinion Sentences:** *Pizza Quest*

**Opinion Essay:** *Road Trip* **NEW!**

### 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**  
  
**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

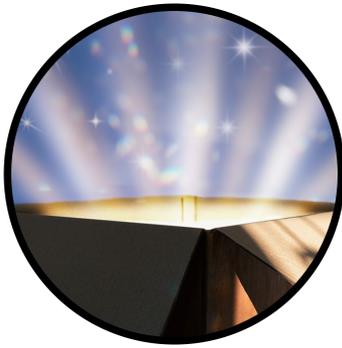
**Lesson 4**  
  
**Drafting & Revising**  
 Make It Thrilling  
 40 minutes

**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.

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

## 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.

<p><b>Pre-Assessment</b></p>  <p><b>Pre-Assessment</b> Which Class?</p> <p>30 mins</p>	<p><b>Lesson 1</b></p>  <p><b>Gathering Information</b> Either/Or Explorers</p> <p>40 minutes</p>	<p><b>Lesson 2</b></p>  <p><b>Planning</b> Plan Your Podcast</p> <p>40 minutes</p>	<p><b>Lesson 3</b></p>  <p><b>Drafting</b> Start Your Script</p> <p>40 minutes</p>
<p><b>Lesson 4</b></p>  <p><b>Drafting &amp; Revising</b> Add Some POWER</p> <p>40 minutes</p>	<p><b>Lesson 5</b></p>  <p><b>Editing &amp; Sharing</b> Get Ready to Present</p> <p>45 minutes</p>	<p><b>Post-Assessment</b></p>  <p><b>Post-Assessment</b> Which Job?</p> <p>30 minutes</p>	

## 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**



**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**



**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**



**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 2: Earth Explorers

Students write a four-paragraph **informative text** about a mysterious place on Earth. They take notes, write two body paragraphs using transition phrases, and add an introduction and conclusion. After editing, they copy their work onto a lift-and-reveal style poster.

**Pre-Assessment**



**Pre-Assessment**  
Flying Kites  
30 mins

**Lesson 1**



**Gathering Information**  
Explore Earth's Mysteries  
40 minutes

**Lesson 2**



**Drafting**  
Reveal the Secret  
25 minutes

**Lesson 3**



**Drafting**  
Follow the Signs  
25 minutes

**Lesson 4**



**Intro & Conclusion**  
Get Your Reader Curious  
35 minutes

**Lesson 5**



**Editing**  
Create Your Poster  
45 minutes

**Post-Assessment**



**Post-Assessment**  
Making Tie-Dye  
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.3.2.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, 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**



**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**



**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 2: Road Trip

Students write a short **opinion essay** in the form of a road trip itinerary. They gather information to form opinions, use connecting words to include supporting reasons, and then add an introduction and a conclusion to their paragraph before sharing with the class.

**Pre-Assessment**



**Pre-Assessment**  
Explorer Camp

30 mins

**Lesson 1**



**Drafting**  
Ready to Hit the Road!

45 minutes

**Lesson 2**



**Drafting**  
More Spots to Stop

35 minutes

**Lesson 3**



**Drafting**  
One Last Stop!

35 minutes

**Lesson 4**



**Intro & Conclusion**  
Rev Up and Wrap Up

45 minutes

**Lesson 5**



**Editing**  
Share Your Itinerary

45 minutes

**Post-Assessment**



**Post-Assessment**  
Space Camp

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.
- 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.
- 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**  
 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	
<b>Adding Details</b> 	<b>It Jumped</b> (30 mins)  Practice Lessons:  <b>It Leaped</b> (15 mins)  <b>It Climbed</b> (15 mins)  <b>It Fell</b> (15 mins)	2–3	Narrative Opinion Informative	<b>L.2.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.  <b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>L.3.1.I</b> Produce simple, compound, and complex sentences.  <b>W.2.3</b> 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.	
	<b>Connecting Words</b> 	<b>Pet Contest</b> (30 mins)  Practice Lessons:  <b>Because</b> (15 mins) <b>But</b> (15 mins) <b>So</b> (15 mins)	2–3	Narrative Opinion Informative	<b>W.2.1</b> 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.  <b>W.3.1.c</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	<b>Elaborating with Feelings</b> 	<b>Roller Coaster Ride</b> (30 mins)  Practice Lessons:  <b>Kayak</b> (15 mins)  <b>BMX</b> (15 mins)  <b>Zip Line</b> (15 mins)	2–3	Narrative	<b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>W.2.3</b> 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.  <b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>“How” Adverbs</b> 	<b>The Dog Walker</b> (30 mins)  Practice Lessons:  <b>Dog Obstacle Course</b> (15 mins)  <b>Roller Dancing</b> (15 mins)  <b>Robot Gymnastics</b> (15 mins)	2–3	Narrative Opinion Informative	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.2.1.e</b> 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.  <b>L.2.1.f</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.  <b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>L.3.3.b</b> Recognize and observe differences between the conventions of spoken and written standard English.

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

Skill	Lesson	Grades	Related Genres	Standards	
<p><b><u>Using “And”</u></b></p> 	<p><b>Raccoon Day Poster</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Candy Store</b> (15 mins)</p> <p><b>Water Playground</b> (15 mins)</p> <p><b>House</b> (15 mins)</p>	2–3	Narrative Opinion Informative	<p><b>L.2.1.f</b> 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).</p> <p><b>L.3.1.1</b> Produce simple, compound, and complex sentences.</p>	
	<p><b><u>“When” Adverbs</u></b></p> 	<p><b>The World’s Fair</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Baking Cookies</b> (15 mins)</p> <p><b>Swim–Bike–Run</b> (15 mins)</p> <p><b>Snow Day Fun!</b> (15 mins)</p>	2–3	Narrative Opinion Informative	<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.6</b> 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).</p> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.6</b> 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).</p> <p><b>RI.3.3</b> 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.</p> <p><b>W.2.3</b> 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.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.3.c</b> Use temporal words and phrases to signal event order.</p>

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

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

Skill	Lesson	Grades	Related Genres	Standards			
<p><b>Prompt Analysis</b></p> 	<p><b>Candy Factory</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Donut Factory</b> (15 mins)</p> <p><b>Splash Park</b> (15 mins)</p> <p><b>Reptile Petting Zoo</b> (15 mins)</p>	4–5	Narrative Opinion Informative	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>			
	<p><b>Revising Words</b></p> 			<p><b>Curious Collections</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Landscape Art</b> (15 mins)</p> <p><b>Tiny Worlds</b> (15 mins)</p> <p><b>Pet Portraits</b> (15 mins)</p>	4–5	Narrative Opinion Informative	<p><b>L.4.3.a</b> Choose words and phrases to convey ideas precisely.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
	<p><b>Similes</b></p> 			<p><b>Sea Monster</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Hammerhead Shark</b> (15 mins)</p> <p><b>Walrus</b> (15 mins)</p> <p><b>Blowfish</b> (15 mins)</p>			4–5

Skill	Lesson	Grades	Related Genres	Standards
<p><b><u>Intro to Narrative</u></b></p> 	<p><b>Parts of a Story</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Ice Cream</b> (15 mins) <b>Football</b> (15 mins) <b>Lost Dog</b> (15 mins)</p>	2–5	Narrative	<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p><b><u>Intro to Opinion</u></b></p> 	<p><b>This or That</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Recess</b> (15 mins) <b>Field Trip</b> (15 mins) <b>New Pet</b> (15 mins)</p>	2–5	Opinion	<p><b>W.2.1</b> 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.</p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p><b><u>Intro to Informative</u></b></p> 	<p><b>Animal Clues</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Vehicles</b> (15 mins) <b>Sports</b> (15 mins) <b>Places</b> (15 mins)</p>	2–5	Informative	<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Skill	Lesson	Grades	Related Genres	Standards
<p><b><u>Setting Writing Goals</u></b></p> 	<p><b>My Writing Journey</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Goal Check-in #1</b> (15 mins)</p> <p><b>Goal Check-in #2</b> (15 mins)</p> <p><b>Goal Check-in #3</b> (15 mins)</p>	2-5	Narrative Opinion Informative	<p><b>W.3.10</b> 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.</p> <p><b>W.4.10</b> 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.</p> <p><b>W.5.10</b> 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.</p>
<p><b><u>Partnering</u></b></p> 	<p><b>Balloon Crew</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>Billboard Crew</b> (15 mins)</p> <p><b>Building Crew</b> (15 mins)</p> <p><b>Garden Club</b> (15 mins)</p>	2-3	Narrative Opinion Informative	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.3.1</b> 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.</p>
<p><b><u>Peer Feedback</u></b></p> 	<p><b>Skateboard Story</b> (30 mins)</p> <p>Practice Lessons:</p> <p><b>The Painter</b> (15 mins)</p> <p><b>Maybe Tomorrow</b> (15 mins)</p> <p><b>Above the Clouds</b> (15 mins)</p>	4-5	Narrative Opinion Informative	<p><b>SL.4.1</b> 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.</p> <p><b>SL.5.1</b> 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.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

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

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