

mystery writing

Standards Alignment Guide

Genre Units

[List of All Genre Units](#)

[5th Grade Units](#)

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Essential Skill + Practice Lessons

[Grades 2-3](#)

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Genre Intro Lessons

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Writing Community 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*

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?* **NEW!**

Opinion

Opinion Essay: *Would You Rather*

Response to Reading: *Detective Series*

Persuasive Essay: *Odd Jobs* **NEW!**

Informative

Informative Text: *Travel to Seoul*

Informative Text: *England Expeditions*

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*

Opinion Essay: *Bird of the Year* **NEW!**

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*

Informative

Informative Paragraph: *Project Treehouse*


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

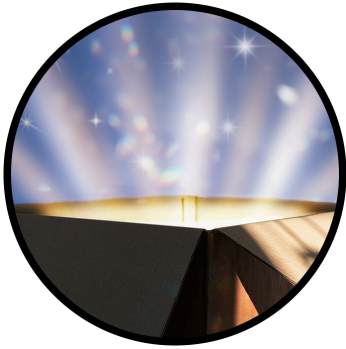
Post-Assessment



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

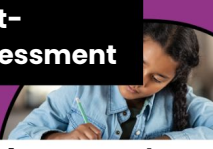
Lesson 4



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



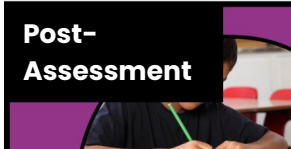
Intro & Conclusion
Stick the Landing
40 minutes

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

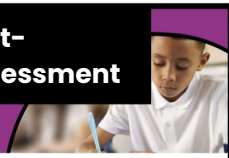
Lesson 4



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 3: Where's Chester?

INDEPENDENT WRITING UNIT

Students write a **fictional story** about Chester, a classroom hamster who escapes his cage. Students are guided through the writing process but **independently** brainstorm, make a story plan, draft, and revise their writing.

Lesson 1



Brainstorming
Chester Breaks Free

35 mins


Lesson 2



Planning
Imagine the Adventure

35 minutes


Lesson 3



Drafting
Tell Chester's Story

35 minutes


Lesson 4



Revising
Create Your Series Book

45 minutes

Post-Assessment



Post-Assessment
Froggy Adventure

30 minutes

Standards

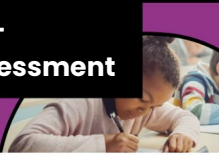
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.
- 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 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

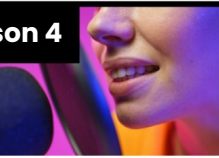
Lesson 3



Drafting
Start Your Script

40 minutes

Lesson 4



Drafting & Revising
Add Some POWER

40 minutes

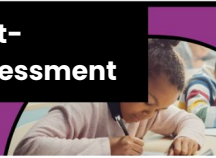
Lesson 5



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
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
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 3: Odd Jobs INDEPENDENT WRITING UNIT

Students write a four-paragraph persuasive essay with reasons and evidence on which job should be featured on a TV show. Students are guided through the writing process but independently gather information, create an outline, write a draft, and revise their writing.


Lesson 1



Gathering Information
Discover Odd Jobs

35 minutes

Lesson 2



Outlining
Plan Like a Pro

35 minutes


Lesson 3



Drafting
Convince the Odd Jobs Show

35 minutes


Lesson 4



Revising
Cast Your Vote!

35 minutes

Post-Assessment



Post-Assessment
Art Room Redesign

35 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 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

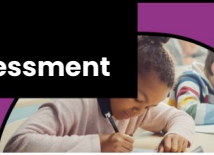
- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.b** Use dialogue 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



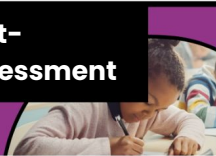
Introduction & Conclusion
Opening and Final Acts
50 minutes

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 2: Bird of the Year

Students write a four-paragraph **opinion essay** about the bird they think should win a contest. They take notes and make a plan for their writing. Then, students write an introduction, two reason paragraphs, and conclusion. Final, they edit and copy their work onto a final draft.

Pre-Assessment



Pre-Assessment
Water Day
35 mins

Lesson 1



Gathering Information
Meet the Contestants
40 minutes

Lesson 2




Planning
Soar into Planning
30 minutes

Lesson 3




Drafting
Convince the Club
40 minutes

Lesson 4




Drafting
Take Flight with Details
40 minutes

Lesson 5



Editing
And the Winner Is...
30 minutes

Post-Assessment



Post-Assessment
Treehouse Sleepover
35 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.



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



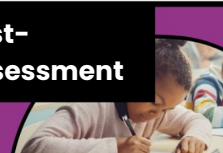
Drafting the Ending
The Sweet Escape
40 minutes

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

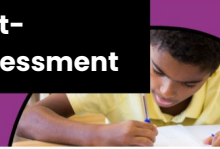
Begin Drafting
 Be the Animal Expert
 35 minutes

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
Adding Details 	It Jumped (30 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.
	Practice Lessons: It Leaped (15 mins)			
	It Climbed (15 mins)			
	It Fell (15 mins)			
Connecting Words 	Pet Contest (30 mins)	2–3	Narrative Opinion Informative	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.
	Practice Lessons: Because (15 mins)			
	But (15 mins) So (15 mins)			
Elaborating with Feelings 	Roller Coaster Ride (30 mins)	2–3	Narrative	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.
	Practice Lessons: Kayak (15 mins)			
	BMX (15 mins)			
	Zip Line (15 mins)			
“How” Adverbs 	The Dog Walker (30 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.2.1.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.
	Practice Lessons: Dog Obstacle Course (15 mins)			
	Roller Dancing (15 mins)			
	Robot Gymnastics (15 mins)			




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




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









Skill	Lesson	Grades	Related Genres	Standards
Character Traits 	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. 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.
	Practice Lessons: Darla (15 mins) Pablo (15 mins) William (15 mins)			
Complex Sentences 	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. 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.
	Practice Lessons: Games (15 mins) Art Activity (15 mins) Summer Activity (15 mins)			
Direct Quotations 	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. W.5.2.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)			
Domain-Specific Vocabulary 	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. W.5.2.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)			









Skill	Lesson	Grades	Related Genres	Standards
Expanding Sentences 	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. L.4.3a Choose words and phrases to convey ideas precisely. 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.
	Practice Lessons: At the Park (15 mins) After the Rain (15 mins) At the Library (15 mins)			
Paragraph Structure 	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. 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. 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.
	Practice Lessons: Underwater Stalactites (15 mins) The Iris (15 mins) The Bridge (15 mins)			
Personification 	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. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Practice Lessons: Amusement Park (15 mins) Fountain (15 mins) Car Wash (15 mins)			

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

Skill	Lesson	Grades	Related Genres	Standards
<p><u>Setting Writing Goals</u></p> 	<p>My Writing Journey (30 mins)</p> <p>Practice Lessons:</p> <p>Goal Check-in #1 (15 mins)</p> <p>Goal Check-in #2 (15 mins)</p> <p>Goal Check-in #3 (15 mins)</p>	2-5	Narrative Opinion Informative	<p>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.</p> <p>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.</p> <p>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.</p>
<p><u>Partnering</u></p> 	<p>Balloon Crew (30 mins)</p> <p>Practice Lessons:</p> <p>Billboard Crew (15 mins)</p> <p>Building Crew (15 mins)</p> <p>Garden Club (15 mins)</p>	2-3	Narrative Opinion Informative	<p>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.</p> <p>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.</p>
<p><u>Peer Feedback</u></p> 	<p>Skateboard Story (30 mins)</p> <p>Practice Lessons:</p> <p>The Painter (15 mins)</p> <p>Maybe Tomorrow (15 mins)</p> <p>Above the Clouds (15 mins)</p>	4-5	Narrative Opinion Informative	<p>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.</p> <p>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.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>

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

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