

Standards Alignment Guide

Kindergarten Concepts

[Drawing to Write](#) (5 lessons)

[Parts of a Sentence](#) (5 lessons)

Simple Sentences **COMING JAN '27**

1st Grade Concepts

[Sentence Basics](#) (6 lessons)

[Types of Sentences](#) (4 lessons)

[Expanding Sentences](#) (4 lessons)

Sentences for Narrative Writing **JAN '27**

Sentences for Opinion Writing **JAN '27**

Sentences for Informative Writing **JAN '27**

2nd Grade Units

[Narrative Units](#)

[Opinion Units](#)

[Informative Units](#)

3rd Grade Units

[Narrative Units](#)

[Opinion Units](#)

[Informative Units](#)

4th Grade Units

[Narrative Units](#)

[Opinion Units](#)

[Informative Units](#)

5th Grade Units

[Narrative Units](#)

[Opinion Units](#)

[Informative Units](#)

Essential Skill + Practice Lessons

[Grades 2-3](#)

[Grades 4-5](#)

Genre Intro Lessons

[Grades 2-5](#)

Writing Community Lessons

[Grades 2-5](#)

Independent Writing Prompts

[Grades 2-5](#)

Drawing to Write

These lessons help students build skills to connect drawing and early writing.

Focus	Lesson Title		Description
Information in Pictures	Everyday Pictures (20 mins)		Students learn that pictures and words communicate information.
Shapes Make Pictures	Drawing with Shapes (20 mins)		Students learn how to see and draw shapes to make people, houses, and trees.
Add Details to Pictures	Beach Postcard (20 mins)		Students add details to drawings to communicate more clearly.
Add Labels to Pictures	Title Coming Soon (20 mins)		Students label parts of their drawings using words.
Use Words to Add Information	Title Coming Soon (20 mins)		Students use words to add more information to their drawings.

Standards

K.W.3 Use a combination of drawing, dictating, and writing to narrate events.

K.SL.5 Add drawings or visual displays to descriptions.

Parts of a Sentence

These lessons show how words come together to form sentences.

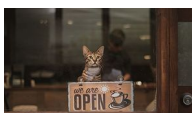
Focus	Lesson Title		Description
Identifying Nouns	Name the Animals (20 mins)		Students learn about nouns and create captions for photos.
Identifying Verbs	Act Like the Animals (20 mins)		Students learn about verbs by acting out actions.
Create a Sentence	Class Zoo (20 mins)		Students learn the parts of a simple sentence and practice building one.
Intro to Capitalization	TBD (20 mins)		Students learn that sentences begin with a capital letter.
Intro to Periods	Try Out a Period (20 mins)		Students learn that sentences end with a period.

Standards

- K.L.1** Use a combination of drawing, dictating, and writing to narrate events.
- K.L.1.b** Add drawings or visual displays to descriptions.
- K.L.2.b** Recognize and name punctuation

Sentence Basics

These lessons build understanding of sentences and support early sentence writing

Focus	Lesson Title		Description
Subject and Action	Butterfly Parade (20 mins)		Students identify two parts of a sentence: the subject and the action.
Capitalization and Period	Dino Day (20 mins)		Students learn about and practice adding capitals and periods to sentences.
Identifying Fragments	Kangaroo Care (20 mins)		Students identify sentence fragments (versus complete sentences).
Fixing Fragments	Penguin Patrol (20 mins)		Students practice fixing fragments by completing the sentence.
Unscrambling Sentences	Sideline Scramble (20 mins)		Student put mixed up words in the right order to make a sentence.
Writing Complete Sentences	Cat Cafe (20 mins)		Students write complete sentences based on a prompt.

Standards

- L.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.h** Use determiners (e.g., articles, demonstratives)
- L.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2.b** Use end punctuation for sentences.
- RF.1.1.a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Types of Sentences

These lessons help students identify and practice writing statements, questions, commands, and exclamations.

Focus	Lesson Title		Description
Statements and Questions	Telling or Asking? (20 mins)		Students identify statements and questions and then practice distinguishing each.
Commands	How to Be Bossy (20 mins)		Students learn command sentences and practice using them.
Exclamations	Show Big Feelings (20 mins)		Students learn exclamatory sentences and then practice using them.
Practicing Sentence Types	Trail Talk (20 mins)		Students write two sentences and apply their understanding of the four sentence types.

Standards

- 1.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2.b** Use end punctuation for sentences.

Expanding Sentences

These lessons help students add more details to write stronger sentences.

Focus	Lesson Title		Description
Add an Adjective	Hat Shop (20 mins)		Students add describing words to make sentences more specific.
Add Where	Help an Illustrator (20 mins)		Students add "where details" to sentences.
Add What and Where	Donut Detective (20 mins)		Students combine details to expand sentences.
Add When	Fair Day (20 mins)		Students add "when details" to sentences.

Standards

- L.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.f** Use frequently occurring adjectives.
- L.1.1.i** Use frequently occurring prepositions
- L.1.1.j** Use end punctuation for sentences.
- W.1.5** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Unit 1: Goat Escape

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

Pre-Assessment
 Something New
 30 mins

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

Lesson 2
Planning & Drafting the Middle
 Goat Takeover
 35 minutes

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

Post-Assessment
 Waiting Isn't Easy
 30 minutes

Standards

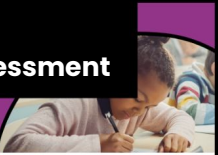
- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus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



Unit 2: Campsite Bandit

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

Pre-Assessment



Pre-Assessment
The Garage Sale Bandit
30 mins

Lesson 1



Planning
The Marshmallow Mystery
40 minutes

Lesson 2



Drafting the Beginning
Be the Bandit
40 minutes

Lesson 3



Drafting the Middle
The Bandit Strikes!
50 minutes

Lesson 4



Drafting the Ending
The Sweet Escape
40 minutes

Lesson 5



Editing
Classroom Campfire
45 minutes

Post-Assessment



Post-Assessment
The Beach Bandit
30 minutes

Standards

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



Unit 1: Pizza Quest

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

**Pre-
Assessment**

Pre-Assessment
 Travel Through Moab
 30 mins

Lesson 1

Drafting & Revising
 Mount Mozzarella
 45 minutes

Lesson 2

Drafting & Revising
 Marinara Bay
 35 minutes

Lesson 3

Write a Conclusion
 Deep Dish Glacier
 35 minutes

Lesson 4

Write an Introduction
 To the Game Designers
 45 minutes

**Post-
Assessment**

Post-Assessment
 Explore La Fortuna
 30 minutes

Standards

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



Unit 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



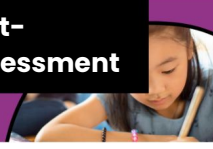
Lesson 2
Planning
Meet the Clients
35 minutes



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.



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



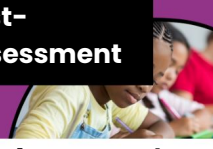
Drafting with Character Thoughts
Thought-full Characters
55 minutes

Lesson 5



Revising & Editing
Share Your Story
45 minutes

Post-Assessment



Post-Assessment
Nocturnal Creatures Story
30 minutes

Standards

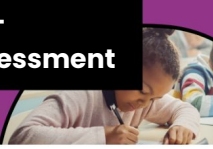
- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.b** Use dialogue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



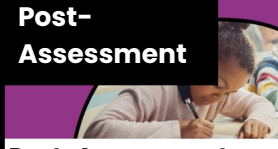
Introduction & Conclusion
Opening and Final Acts
50 minutes

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: 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



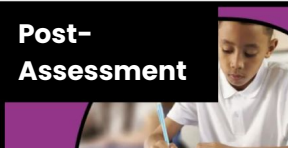
Story Endings
Wrap It Up
40 minutes

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



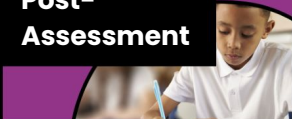
Drafting
Tell Chester's Story
35 minutes

Lesson 4



Revising
Create Your Series Book
45 minutes

Post-Assessment



Post-Assessment
Froggy Adventure
30 minutes

Standards

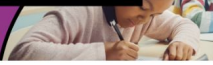
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.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

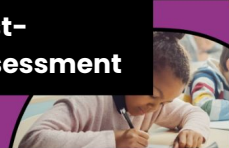
Lesson 5



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

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 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

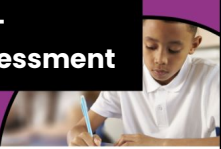
Standards

- 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: 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



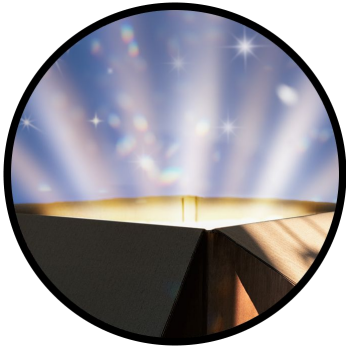
Post-Assessment

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.

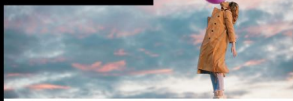


Unit 3: Magical Objects

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

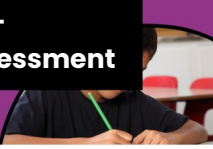
Standards

- 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.



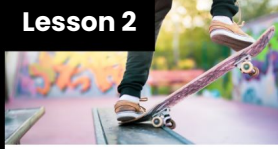
Pre-Assessment

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



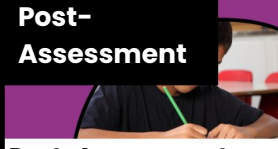
Lesson 4

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.



Pre-Assessment

Pre-Assessment
No More Ants

30 mins



Lesson 1

Exploring Mentor Texts
Welcome to Storyteller Con

50 minutes



Lesson 2

Planning
Plan Your Fanzine

50 minutes



Lesson 3

Drafting
Add Your Evidence

50 minutes



Lesson 4

Drafting & Revising
Explain Your Evidence

50 minutes



Lesson 5

Intro & Conclusion
Introduce Your Fanzine

50 minutes



Lesson 6

Editing & Publishing
Design Your Fanzine

35 minutes



Post-Assessment

Post-Assessment
Shaken Up

30 minutes

Standards

- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9.a** Apply Grade 5 Reading standards to literature drawing on specific details in the text.
- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1.d** Provide a concluding statement or section related to the opinion presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 3: Town Fair

INDEPENDENT WRITING UNIT

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

Lesson 1



Gathering Information

Explore Town Fairs

35 mins

Lesson 2



Outlining

Plan Your Flyer

35 minutes

Lesson 3



Drafting

Convince Your Reader to Vote Yes

15 minutes

Lesson 4



Revision

Share Your Flyer

35 minutes

Post-Assessment



Post-Assessment

Science Museum

30 minutes

Standards

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1.d** Provide a concluding statement or section related to the opinion presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Unit 1: Investigating Asteroids

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

Pre-Assessment  Pre-Assessment Helpful Insects 30 mins	Lesson 1  Gathering Information Launch Your Research 40 minutes	Lesson 2  Research Meet the Scientists 40 minutes	Lesson 3  Organizing Information Mission to Sort 40 minutes
Lesson 4  Drafting 3, 2, 1...Draft! 40 minutes	Lesson 5  Intro & Conclusion Hook Your Reader 40 minutes	Lesson 6  Editing & Revising Prepare to Share 35 minutes	Post-Assessment  Post-Assessment Dolphin Smarts 30 minutes

Standards

- W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2.a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8** Recall relevant information from experiences or gather relevant information from print & digital sources; summarize or paraphrase information in notes & finished work, & provide a list of sources.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Unit 3: Bioluminescence

INDEPENDENT WRITING UNIT

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

Lesson 1



Gathering Information

Enter the Deep Ocean

35 mins

Lesson 2



Gathering Information

Quote the Ocean Experts

35 minutes

Lesson 3



Outlining

Plan Your Poster

35 minutes

Lesson 4



Drafting

Overcome the Blank Page

45 minutes

Lesson 5



Revising & Publishing

Design Your Aquarium Poster

45 minutes

Post-Assessment



Post-Assessment

Carnivorous Plants

30 minutes

Standards

- W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2.a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.

Skill	Lesson	Grades	Related Genres	Standards
Adding Details 	It Jumped (30 mins) Practice Lessons: It Leaped (15 mins) It Climbed (15 mins) It Fell (15 mins)	2–3	Narrative Opinion Informative	L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.i Produce simple, compound, and complex sentences. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	Connecting Words 			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.
	Elaborating with Feelings 			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.
	“How” Adverbs 			L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.e Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. L.2.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Skill	Lesson	Grades	Related Genres	Standards
<u>Hyperbole</u> 	Best Trip Ever! (30 mins) Practice Lessons: Ski Trip (15 mins) State Fair (15 mins) Water Park (15 mins)	2–3	Narrative	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.3.a Choose words and phrases for effect. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	<u>Onomatopoeia</u> 			L.3.3.a Choose words and phrases for effect. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	<u>Sorting Information</u> 			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.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<u>Topic Sentences</u> 			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.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 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.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

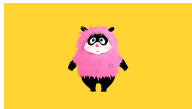
Skill	Lesson	Grades	Related Genres	Standards
<u>Character Traits</u> 	Alex the Alien (30 mins)	4–5	Narrative	W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	Practice Lessons: Darla (15 mins) Pablo (15 mins) William (15 mins)	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

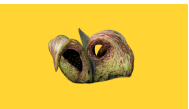
Skill	Lesson	Grades	Related Genres	Standards	
<u>Expanding Sentences</u> 	Expand the Caption (30 mins)	4–5	Narrative Opinion Informative	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Practice Lessons:			L.4.3a	Choose words and phrases to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

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

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

Skill	Lesson	Grades	Related Genres	Standards
<u>Setting Writing Goals</u> 	My Writing Journey (30 mins) Practice Lessons: Goal Check-in #1 (15 mins) Goal Check-in #2 (15 mins) Goal Check-in #3 (15 mins)	2-5	Narrative Opinion Informative	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Partnering 			SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Peer Feedback 			SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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