

Pacing guides are designed for 34 weeks of teaching for each grade. Begin Unit 1 in the first or second week of school.

Kindergarten		
Duration	Unit	Alaska English/Language Arts Standards
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.b. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
10 lessons 5 weeks	Unit 2a: Narrative Writing	RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.b. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. W.K.3. - Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened. L.K.1.a. - Print many upper- and lowercase letters. L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
9 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.b. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. W.K.3. - Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened. L.K.1.a. - Print many upper- and lowercase letters. L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.b. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. W.K.3. - Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened. L.K.1.a. - Print many upper- and lowercase letters. L.K.1.b. - Use frequently occurring nouns and verbs.

		<p>L.K.1.e. - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.2.a. - ent's name, and the pronoun I.</p> <p>L.K.2.b. - Recognize and name end punctuation.</p> <p>L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	<p>W.K.2. - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>L.K.2.a. - ent's name, and the pronoun I.</p> <p>L.K.2.b. - Recognize and name end punctuation.</p>
10 lessons 5 weeks	Unit 4: Opinion Writing	<p>W.K.1. - Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).</p> <p>W.K.5. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.K.1.d. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.f. - Produce and expand complete sentences in shared language activities.</p> <p>L.K.2.a. - ent's name, and the pronoun I.</p> <p>L.K.2.b. - Recognize and name end punctuation.</p>
6 lessons 3 weeks	Unit 5: Poetry	<p>RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.b. - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>W.K.3. - Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.</p> <p>L.K.1.a. - Print many upper- and lowercase letters.</p> <p>L.K.1.b. - Use frequently occurring nouns and verbs.</p> <p>L.K.2.a. - ent's name, and the pronoun I.</p> <p>L.K.2.b. - Recognize and name end punctuation.</p> <p>L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
10 lessons 5 weeks	Unit 6: Research Writing & Revising	<p>W.K.5. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6. - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p>

L.K.1.f. - Produce and expand complete sentences in shared language activities.

1st Grade		
Duration	Unit	Alaska English/Language Arts Standards
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	<p>W.1.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5.c. - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
14 lessons 7 weeks	Unit 2a: Narrative Writing	<p>W.1.3. - Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>L.1.1.a. - Print all upper- and lowercase letters.</p> <p>L.1.2.a. - Capitalize dates and names of people.</p> <p>L.1.2.b. - Use end punctuation for sentences.</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
16 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	<p>W.1.3. - Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>L.1.1.b. - Use common, proper, and possessive nouns.</p> <p>L.1.2.a. - Capitalize dates and names of people.</p> <p>L.1.2.b. - Use end punctuation for sentences.</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
16 lessons 6 weeks	Unit 3: Informative/ Explanatory Writing	<p>W.1.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>L.1.1.b. - Use common, proper, and possessive nouns.</p> <p>L.1.1.c. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).</p> <p>L.1.1.e. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.2.a. - Capitalize dates and names of people.</p> <p>L.1.2.c. - Use commas in dates and to separate single words in a series.</p>

		L.1.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
12 lessons 5 weeks	Unit 4: Opinion Writing	<p>W.1.1. - a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p> <p>L.1.1.c. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).</p> <p>L.1.1.e. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.f. - Use frequently occurring adjectives.</p> <p>L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.i. - Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	<p>W.1.3. - Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>L.1.2.a. - Capitalize dates and names of people.</p> <p>L.1.2.b. - Use end punctuation for sentences.</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
10 lessons 4 weeks	Unit 6: Research Writing	<p>W.1.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>W.1.7. - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).</p> <p>W.1.8. - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.1.1.b. - Use common, proper, and possessive nouns.</p> <p>L.1.1.f. - Use frequently occurring adjectives.</p> <p>L.1.1.h. - Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.j. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2.c. - Use commas in dates and to separate single words in a series.</p> <p>L.1.5.d. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

2nd Grade		
Duration	Unit	Alaska English/Language Arts Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>L.2.1.d. - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <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.2.2.a. - Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.b. - Use commas in greetings and closing of letters.</p> <p>L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.d. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.5.a. - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</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>
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	<p>W.2.3. - Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p> <p>W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.</p> <p>L.2.1.d. - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
13 lessons 6 weeks	Unit 3a: Paragraph Writing Using Informational Topics	<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 one or more concluding sentences that emphasize their most important point or focus.</p> <p>L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <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.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives.</p>
17 lessons 6 weeks	Unit 3b: Informative/ Explanatory Writing	<p>RI.2.5. - Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <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 one or more concluding sentences that emphasize their most important point or focus.</p> <p>L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <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.2.2.a. - Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

		L.2.4.e. - Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
15 lessons 5 weeks	Unit 4: Opinion Writing	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 one or more concluding sentences that restate or paraphrase their opinion. L.2.1.c. - Use reflexive pronouns (e.g., myself, ourselves). L.2.2.b. - Use commas in greetings and closing of letters. L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives.
13 lessons 5 weeks	Unit 5: Narrative Writing: 5Ws and H Realistic Fiction	W.2.3. - Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned. W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing. L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.d. - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives.
13 lessons 5 weeks	Unit 6: Research Writing	RI.2.5. - Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently. 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 one or more concluding sentences that emphasize their most important point or focus. 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 or visual or oral presentation; record data from science observations). W.2.8. - Recall information from experiences or gather information from provided sources to answer a question. L.2.1.a. - Use collective nouns (e.g., group). L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f. - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.4.e. - Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

3rd Grade		
Duration	Unit	Alaska English/Language Arts Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p> <p>W.3.1.a. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p> <p>W.3.1.b. - Provide reasons that support the opinion.</p> <p>W.3.1.c. - Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).</p> <p>W.3.2.a. - Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>W.3.2.b. - Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>W.3.2.d. - Provide a concluding statement or section that paraphrases the focus of the text.</p> <p>W.3.3.a. - Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>W.3.3.c. - Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>W.3.3.d. - Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> <p>W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <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>L.3.1.a. - Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns.</p> <p>L.3.1.d. - Form and use regular and irregular verbs.</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.g. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.2.a. - Capitalize appropriate words in titles.</p> <p>L.3.2.b. - Use commas in addresses.</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue.</p>

		<p>L.3.2.d. - Form and use possessives.</p> <p>L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.c. - Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p>
<p>21 lessons 7 weeks</p>	<p>Unit 2: Real Narrative Writing</p>	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p> <p>W.3.1.a. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p> <p>W.3.1.b. - Provide reasons that support the opinion.</p> <p>W.3.1.c. - Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).</p> <p>W.3.3.a. - Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>W.3.3.c. - Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>W.3.3.d. - Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> <p>W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <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>L.3.1.a. - Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns.</p> <p>L.3.1.c. - Use abstract nouns (e.g., childhood).</p> <p>L.3.1.d. - Form and use regular and irregular verbs.</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.2.a. - Capitalize appropriate words in titles.</p>

		<p>L.3.2.c. - Use commas and quotation marks in dialogue.</p> <p>L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>L.3.3.a. - Choose words and phrases for effect.</p> <p>L.3.6. - Acquire and accurately use 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>Unit 2: Days 20 - 25 Response Writing</p>	<p>RL.3.3. - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).</p> <p>RL.3.6. - Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p> <p>RF.3.4.a. - Read on-level text with purpose and understanding.</p> <p>SL.3.2. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p> <p>W.3.1.d. - Provide a concluding statement or section that reinforces or restates the opinion.</p> <p>W.3.2.a. - Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>W.3.2.b. - Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>W.3.2.c. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.3.a. - Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <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>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.g. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue.</p> <p>L.3.2.d. - Form and use possessives.</p> <p>L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3.a. - Choose words and phrases for effect.</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.c. - Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p> <p>L.3.6. - Acquire and accurately use 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>18 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p> <p>W.3.1.d. - Provide a concluding statement or section that reinforces or restates the opinion.</p> <p>W.3.2.a. - Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>W.3.2.b. - Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>W.3.2.c. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>W.3.7. - Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <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>L.3.1.a. - Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns.</p>

		<p>L.3.1.d. - Form and use regular and irregular verbs.</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.g. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.2.a. - Capitalize appropriate words in titles.</p> <p>L.3.2.d. - Form and use possessives.</p> <p>L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>L.3.3.a. - Choose words and phrases for effect.</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.c. - Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p> <p>L.3.6. - Acquire and accurately use 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>Unit 3b: Days 14 – 18 Response Writing</p>	<p>RI.3.1. - Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. - Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p> <p>RI.3.4. - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5. - Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7. - Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.2. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.6. - Acquire and accurately use 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>18 lessons 4 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p>

W.3.1.a. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.

W.3.1.b. - Provide reasons that support the opinion.

W.3.1.c. - Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).

W.3.1.d. - Provide a concluding statement or section that reinforces or restates the opinion.

W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

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.

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.3.1.b. - Form and use regular and irregular plural nouns.

L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement.

L.3.1.g. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1.i. - Produce simple, compound, and complex sentences.

L.3.2.a. - Capitalize appropriate words in titles.

L.3.2.d. - Form and use possessives.

L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

L.3.3.a. - Choose words and phrases for effect.

L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.c. - Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).

L.3.6. - Acquire and accurately use 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).

**Unit 4: Days
12 -14
Response
Writing**

RI.3.1. - Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.

RI.3.2. - Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

		<p>RI.3.4. - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.10. - By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p> <p>RF.3.4.a. - Read on-level text with purpose and understanding.</p> <p>SL.3.2. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.6. - Acquire and accurately use 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>20 lessons 6 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Fable</p>	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b. - Decode words with common Latin suffixes.</p> <p>W.3.1.a. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p> <p>W.3.1.b. - Provide reasons that support the opinion.</p> <p>W.3.1.c. - Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example).</p> <p>W.3.3.a. - Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>W.3.3.c. - Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>W.3.3.d. - Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> <p>W.3.4. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <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>L.3.1.a. - Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.3.1.d. - Form and use regular and irregular verbs.</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.2.a. - Capitalize appropriate words in titles.</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue.</p> <p>L.3.2.d. - Form and use possessives.</p>

		<p>L.3.2.e. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f. - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>L.3.3.a. - Choose words and phrases for effect.</p> <p>L.3.6. - Acquire and accurately use 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>Unit 5: Days 18 - 19 Response Writing</p>	<p>RL.3.2. - Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.</p> <p>RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>RL.3.6. - Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>SL.3.2. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>W.3.2.a. - Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p> <p>W.3.2.b. - Develop the topic with facts, definitions, details, and explanations that support the focus.</p> <p>W.3.2.c. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.6. - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.</p> <p>W.3.7. - Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns.</p> <p>L.3.1.c. - Use abstract nouns (e.g., childhood).</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences.</p> <p>L.3.4.d. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

4th Grade		
Duration	Unit	Alaska English/Language Arts Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.4.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two, there, their).</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely.</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5.c. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

<p>21 lessons 7 weeks</p>	<p>Unit 2: Real Narrative Writing</p>	<p>W.4.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.4.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.1.d. - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two, there, their).</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely.</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5.c. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
	<p>Unit 2: Days 19 - 24 Response Writing</p>	<p>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.</p> <p>RL.4.2. - Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p>

11 lessons 4 weeks	Unit 3a: 5 Square Paragraph Writing	<p>RL.4.2. - Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>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).</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or</p> <p>RL.4.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.e. - Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.4.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6. - With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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].”).</p> <p>W.4.9.b. - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</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>
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<p>19 lessons 7 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.e. - Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.4.9.b. - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</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>L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>

		<p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. L.4.3.c. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
	<p>Unit 3b: Days 16 - 20 Response Writing</p>	<p>RI.4.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. RI.4.3. - Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4. - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5. - Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.7. - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text. RI.4.10. - By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range. L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>14 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RI.4.4. - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 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.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

	<p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.4.9.b. - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</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>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two, there, their).</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely.</p> <p>L.4.3.c. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>Unit 4: Days 12 - 14 Response Writing</p>	<p>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.</p> <p>RL.4.2. - Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>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).</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p> <p>RI.4.6. - Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.9. - Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>RF.4.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>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].”).</p>

<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>RL.4.2. - Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>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).</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p> <p>W.4.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b. - Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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].”).</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>L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two, there, their).</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely.</p>
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<p>Unit 5: Days 12 - 13 Response Writing</p>		<p>RL.4.6. - Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.</p> <p>RL.4.9. - Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.</p> <p>RI.4.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>RI.4.3. - Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.6. - Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. - Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>RI.4.4. - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.e. - Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.4.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6. - With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p>

W.4.9.b. - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).

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.

L.4.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.

L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence.

L.4.3.a. - Choose words and phrases to convey ideas precisely.

L.4.3.c. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5th Grade		
Duration	Unit	Alaska English/Language Arts Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>RL.5.4. - Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>W.5.2.a. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p> <p>W.5.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.b. - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2.a. - Use punctuation to separate items in a series.</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context.</p>

22 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>L.5.5.c. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>RL.5.3. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p> <p>RL.5.4. - Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>W.5.3.a. - Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.5.9.a. - Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.b. - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2.a. - Use punctuation to separate items in a series.</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context.</p>
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	<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>RL.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. - Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p> <p>RL.5.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p> <p>RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>RF.5.4.a. - Read on-level text with purpose and understanding.</p> <p>RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>RL.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.4. - Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>RI.5.4. - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>W.5.2.a. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e. - Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2.a. - Use punctuation to separate items in a series.</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
<p>16 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>RL.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>RI.5.7. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.2.a. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast,</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e. - Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p>

		<p>L.5.2.a. - Use punctuation to separate items in a series.</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.4.c. - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
	<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>RI.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>RI.5.2. - Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>RI.5.5. - Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. - Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p>
<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RI.5.7. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.1.a. - support the writer’s purpose.</p> <p>W.5.1.b. - Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).</p> <p>W.5.1.d. - Provide a concluding statement or section that reinforces or restates the opinion presented.</p> <p>W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p>

		<p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2.a. - Use punctuation to separate items in a series. L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
	<p>Unit 4: Days 13 - 15 Response Writing</p>	<p>RL.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. RI.5.2. - Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. RI.5.5. - Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. - Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events). W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Historical Fiction</p>	<p>RL.5.3. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved). RI.5.7. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. W.5.3.a. - Orient the reader by establishing a context or 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 elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. W.5.3.c. - Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events. W.5.3.d. - Use concrete words and phrases, sensory details, and elaboration 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.8. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

		<p>W.5.9.a. - Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</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>L.5.1.a. - Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>L.5.1.b. - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2.a. - Use punctuation to separate items in a series.</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.c. - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5.b. - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.c. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>RL.5.2. - Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p> <p>RL.5.6. - Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p> <p>RL.5.9. - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p> <p>RL.5.10. - By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p> <p>RI.5.5. - Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. - Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).</p> <p>RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>RL.5.1. - Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.1. - Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p>

RI.5.7. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2.a. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.

W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.

W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast,

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 that paraphrases the focus of the text or explanation presented.

W.5.4. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.6. - With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8. - Recall relevant information from experiences 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.

L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4.b. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.6. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).