

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	Iowa Core
5 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 or many of the most frequent sound for each consonant. (RF.K.3.) RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.) L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)
11 lessons 5 weeks	Unit 2a: Narrative Writing	RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1) RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RF.K.3.) RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.) W.K.3. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3.) (DOK 2,3) L.K.1.a. - Print many upper- and lowercase letters. (L.K.1.) (DOK 1) L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1) L.K.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
10 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1) RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RF.K.3.) RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.) W.K.3. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3.) (DOK 2,3) L.K.1.a. - Print many upper- and lowercase letters. (L.K.1.) (DOK 1) L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1) L.K.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.) (DOK 1)
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.) (DOK 1) RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RF.K.3.) RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.) W.K.3. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3.) (DOK 2,3) L.K.1.a. - Print many upper- and lowercase letters. (L.K.1.) (DOK 1) L.K.1.b. - Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1) L.K.1.e. - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.) (DOK 1) L.K.2.a. - Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1) L.K.2.b. - Recognize and name end punctuation. (L.K.2.) (DOK 1) L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1)

		L.K.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	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. (W.K.2.) (DOK 1) L.K.2.a. - Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1) L.K.2.b. - Recognize and name end punctuation. (L.K.2.) (DOK 1)
10 lessons 5 weeks	Unit 4: Opinion Writing	W.K.1. - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (W.K.1.) (DOK 1,2) W.K.5. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5.) (DOK 2,3) L.K.1.d. - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1.) (DOK 1) L.K.1.f. - Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1) L.K.2.a. - Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1) L.K.2.b. - Recognize and name end punctuation. (L.K.2.) (DOK 1)
6 lessons 3 weeks	Unit 5: Poetry	RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RF.K.3.) RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RF.K.3.) W.K.3. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3.) (DOK 2,3) L.K.1.a. - Print many upper- and lowercase letters. (L.K.1.) (DOK 1) L.K.1.b. - Use frequently occurring nouns and verbs. (L.K.1.) (DOK 1) L.K.2.a. - Capitalize the first word in a sentence and the pronoun I. (L.K.2.) (DOK 1) L.K.2.b. - Recognize and name end punctuation. (L.K.2.) (DOK 1) L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.) (DOK 1) L.K.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5.) (DOK 1,2)
10 lessons 5 weeks	Unit 6: Research Writing & Revising	W.K.5. - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5.) (DOK 2,3) 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. (W.K.6.) (DOK 1,2) L.K.1.f. - Produce and expand complete sentences in shared language activities. (L.K.1.) (DOK 1)

1st Grade		
Duration	Unit	Iowa Core
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. (W.1.2.) (DOK 2)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)</p> <p>L.1.5.c. - Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)</p>
18 lessons 7 weeks	Unit 2a: Narrative Writing	<p>W.1.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3.) (DOK 2,3)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</p> <p>L.1.1.a. - Print all upper- and lowercase letters. (L.1.1.) (DOK 1)</p> <p>L.1.2.a. - Capitalize dates and names of people. (L.1.2.) (DOK 1)</p> <p>L.1.2.b. - Use end punctuation for sentences. (L.1.2.) (DOK 1)</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)</p>
15 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	<p>W.1.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3.) (DOK 2,3)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</p> <p>L.1.1.b. - Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)</p> <p>L.1.2.a. - Capitalize dates and names of people. (L.1.2.) (DOK 1)</p> <p>L.1.2.b. - Use end punctuation for sentences. (L.1.2.) (DOK 1)</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)</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. (W.1.2.) (DOK 2)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</p> <p>L.1.1.b. - Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)</p> <p>L.1.1.c. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)</p> <p>L.1.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (L.1.1.) (DOK 1)</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). (L.1.1.) (DOK 1)</p> <p>L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1.) (DOK 1)</p> <p>L.1.2.a. - Capitalize dates and names of people. (L.1.2.) (DOK 1)</p> <p>L.1.2.c. - Use commas in dates and to separate single words in a series. (L.1.2.) (DOK 1)</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). (L.1.6.) (DOK 1,2)</p>
12 lessons 5 weeks	Unit 4: Opinion Writing	<p>W.1.1. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1.) (DOK 2)</p> <p>L.1.1.c. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)</p> <p>L.1.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (L.1.1.) (DOK 1)</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). (L.1.1.) (DOK 1)</p> <p>L.1.1.f. - Use frequently occurring adjectives. (L.1.1.) (DOK 1)</p> <p>L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1.) (DOK 1)</p> <p>L.1.1.i. - Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1.) (DOK 1)</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). (L.1.6.) (DOK 1,2)</p>
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	<p>W.1.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3.) (DOK 2,3)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</p> <p>L.1.2.a. - Capitalize dates and names of people. (L.1.2.) (DOK 1)</p> <p>L.1.2.b. - Use end punctuation for sentences. (L.1.2.) (DOK 1)</p> <p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)</p> <p>L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)</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. (W.1.2.) (DOK 2)</p> <p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)</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). (W.1.7.) (DOK 2,3)</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. (W.1.8.) (DOK 1,2)</p> <p>L.1.1.b. - Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)</p> <p>L.1.1.f. - Use frequently occurring adjectives. (L.1.1.) (DOK 1)</p>

	<p>L.1.1.h. - Use determiners (e.g., articles, demonstratives). (L.1.1.) (DOK 1)</p> <p>L.1.1.j. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)</p> <p>L.1.2.c. - Use commas in dates and to separate single words in a series. (L.1.2.) (DOK 1)</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. (L.1.5.) (DOK 1)</p>
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2nd Grade		
Duration	Unit	Iowa Core
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)</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). (L.2.1.) (DOK 1,2)</p> <p>L.2.2.a. - Capitalize holidays, product names, and geographic names. (L.2.2.) (DOK 1)</p> <p>L.2.2.b. - Use commas in greetings and closings of letters. (L.2.2.) (DOK 1)</p> <p>L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)</p> <p>L.2.2.d. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)</p> <p>L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.)</p> <p>L.2.5.a. - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 1)</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). (L.2.6.) (DOK 2)</p>
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	<p>W.2.3. - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3.) (DOK 2,3)</p> <p>W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)</p> <p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)</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 section. (W.2.2.) (DOK 2,3)</p> <p>W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)</p> <p>L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)</p> <p>L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)</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). (L.2.1.) (DOK 1,2)</p> <p>L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)</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, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5.) (DOK 1)</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 section. (W.2.2.) (DOK 2,3)</p> <p>W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)</p> <p>L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)</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). (L.2.1.) (DOK 1,2)</p> <p>L.2.2.a. - Capitalize holidays, product names, and geographic names. (L.2.2.) (DOK 1)</p> <p>L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.)</p>

		L.2.4.e. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.) (DOK 2)
15 lessons 5 weeks	Unit 4: Opinion Writing	W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3) L.2.1.c. - Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2) L.2.2.b. - Use commas in greetings and closings of letters. (L.2.2.) (DOK 1) L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
13 lessons 5 weeks	Unit 5: Narrative Writing: 5Ws and H Realistic Fiction	W.2.3. - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3.) (DOK 2,3) W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3) L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2) L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2) L.2.2.c. - Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
13 lessons 5 weeks	Unit 6: Research Writing	RL.2.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3) RI.2.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3) RI.2.5. - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) (DOK 1) W.2.2. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2.) (DOK 2,3) W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3) W.2.7. - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7.) (DOK 2,3) W.2.8. - Recall information from experiences or gather information from provided sources to answer a question. (W.2.8.) (DOK 1,2) L.2.1.a. - Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2) L.2.1.b. - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2) L.2.1.e. - Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2) 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.2.1.) (DOK 1,2) L.2.2.e. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.) L.2.4.e. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.) (DOK 2)

3rd Grade		
Duration	Unit	Iowa Core
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</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 reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.b. - Provide reasons that support the opinion. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.c. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.2.a. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.b. - Develop the topic with facts, definitions, and details. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.d. - Provide a concluding statement or section. (W.3.2.) (DOK 3,4)</p> <p>W.3.3.a. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.c. - Use temporal words and phrases to signal event order. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.d. - Provide a sense of closure. (W.3.3.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.a. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.d. - Form and use regular and irregular verbs. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.) (DOK 1,2)</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. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.a. - Capitalize appropriate words in titles. (L.3.2.) (DOK 1)</p> <p>L.3.2.b. - Use commas in addresses. (L.3.2.) (DOK 1)</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue. (L.3.2.) (DOK 1)</p> <p>L.3.2.d. - Form and use possessives. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.)</p> <p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.5.c. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.) (DOK 1,2,3)</p>
<p>25 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. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</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 reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.b. - Provide reasons that support the opinion. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.c. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.3.a. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.c. - Use temporal words and phrases to signal event order. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.d. - Provide a sense of closure. (W.3.3.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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.) (W.3.5.) (DOK 1,2,3,4)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.a. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.c. - Use abstract nouns (e.g., childhood). (L.3.1.) (DOK 1,2)</p> <p>L.3.1.d. - Form and use regular and irregular verbs. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions. (L.3.1.) (DOK 1,2)</p>

		<p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.a. - Capitalize appropriate words in titles. (L.3.2.) (DOK 1)</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.)</p> <p>L.3.3.a. - Choose words and phrases for effect. (L.3.3.) (DOK 2)</p> <p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
	<p>Unit 2: Days 20 - 25 Response Writing</p>	<p>RL.3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)</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. (RL.3.3) (DOK 1,2,3)</p> <p>RL.3.6. - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6) (DOK 2,3)</p> <p>RL.3.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10) (DOK 1,2)</p> <p>RF.3.4.a. - Read on-level text with purpose and understanding. (RF.3.4.) (DOK 1,2)</p>
<p>13 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</p> <p>W.3.1.d. - Provide a concluding statement or section. (W.3.1.) (DOK 3,4)</p> <p>W.3.2.a. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.b. - Develop the topic with facts, definitions, and details. (W.3.2.) (DOK 3,4)</p> <p>W.3.3.a. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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.) (W.3.5.) (DOK 1,2,3,4)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.) (DOK 1,2)</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. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue. (L.3.2.) (DOK 1)</p> <p>L.3.2.d. - Form and use possessives. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.3.a. - Choose words and phrases for effect. (L.3.3.) (DOK 2)</p> <p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.5.c. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
<p>18 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</p> <p>W.3.1.d. - Provide a concluding statement or section. (W.3.1.) (DOK 3,4)</p> <p>W.3.2.a. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.b. - Develop the topic with facts, definitions, and details. (W.3.2.) (DOK 3,4)</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. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.d. - Provide a concluding statement or section. (W.3.2.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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.) (W.3.5.) (DOK 1,2,3,4)</p> <p>W.3.7. - Conduct short research projects that build knowledge about a topic. (W.3.7.) (DOK 1,2,3,4)</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. (W.3.8.) (DOK 1,2)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.a. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.d. - Form and use regular and irregular verbs. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.) (DOK 1,2)</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. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.h. - Use coordinating and subordinating conjunctions. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.a. - Capitalize appropriate words in titles. (L.3.2.) (DOK 1)</p> <p>L.3.2.d. - Form and use possessives. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.)</p> <p>L.3.3.a. - Choose words and phrases for effect. (L.3.3.) (DOK 2)</p> <p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.5.c. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
<p>Unit 3b: Days 14 – 18 Response Writing</p>	<p>RL.3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)</p> <p>RI.3.2. - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)</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. (RI.3.4) (DOK 1,2,3)</p> <p>RI.3.5. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) (DOK 1,2)</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). (RI.3.7) (DOK 2,3)</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. (SL.3.2.) (DOK 1,2)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
<p>14 lessons 4 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RF.3.3.a. - Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</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 reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.b. - Provide reasons that support the opinion. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.c. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.d. - Provide a concluding statement or section. (W.3.1.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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.) (W.3.5.) (DOK 1,2,3,4)</p> <p>W.3.7. - Conduct short research projects that build knowledge about a topic. (W.3.7.) (DOK 1,2,3,4)</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. (W.3.8.) (DOK 1,2)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.b. - Form and use regular and irregular plural nouns. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.f. - Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.) (DOK 1,2)</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. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.a. - Capitalize appropriate words in titles. (L.3.2.) (DOK 1)</p> <p>L.3.2.d. - Form and use possessives. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.)</p>

		<p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.5.c. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.) (DOK 1,2,3)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
	<p>Unit 4: Days 12 -14 Response Writing</p>	<p>RL.3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)</p> <p>RI.3.2. - Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)</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. (RI.3.4) (DOK 1,2,3)</p> <p>RI.3.10. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)</p> <p>RF.3.4.a. - Read on-level text with purpose and understanding. (RF.3.4.) (DOK 1,2)</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. (SL.3.2.) (DOK 1,2)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
<p>19 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. (RF.3.3.) (DOK 1)</p> <p>RF.3.3.b. - Decode words with common Latin suffixes. (RF.3.3.) (DOK 1)</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 reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.b. - Provide reasons that support the opinion. (W.3.1.) (DOK 3,4)</p> <p>W.3.1.c. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.) (DOK 3,4)</p> <p>W.3.3.a. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.c. - Use temporal words and phrases to signal event order. (W.3.3.) (DOK 3,4)</p> <p>W.3.3.d. - Provide a sense of closure. (W.3.3.) (DOK 3,4)</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.) (W.3.4.) (DOK 3,4)</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.) (W.3.5.) (DOK 1,2,3,4)</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. (W.3.10.) (DOK 1,2,3,4)</p> <p>L.3.1.a. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.d. - Form and use regular and irregular verbs. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.e. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.) (DOK 1,2)</p> <p>L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)</p> <p>L.3.2.a. - Capitalize appropriate words in titles. (L.3.2.) (DOK 1)</p> <p>L.3.2.c. - Use commas and quotation marks in dialogue. (L.3.2.) (DOK 1)</p> <p>L.3.2.d. - Form and use possessives. (L.3.2.) (DOK 1)</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). (L.3.2.) (DOK 1)</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. (L.3.2.) (DOK 1)</p> <p>L.3.2.g. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.)</p> <p>L.3.3.a. - Choose words and phrases for effect. (L.3.3.) (DOK 2)</p> <p>L.3.4.b. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.) (DOK 1,2,3)</p> <p>L.3.6. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6.) (DOK 1,2)</p>
	<p>Unit 5: Days 18 - 19 Response Writing</p>	<p>RL.3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)</p> <p>RL.3.2. - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) (DOK 2,3)</p> <p>RL.3.6. - Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6) (DOK 2,3)</p> <p>L.3.5.a. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5.) (DOK 1,2,3)</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 illustrations when useful to aiding comprehension. (W.3.2.) (DOK 3,4)</p> <p>W.3.2.b. - Develop the topic with facts, definitions, and details. (W.3.2.) (DOK 3,4)</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. (W.3.6.) (DOK 1,2)</p> <p>W.3.7. - Conduct short research projects that build knowledge about a topic. (W.3.7.) (DOK 1,2,3,4)</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. (W.3.8.) (DOK 1,2)</p>

L.3.1.b. - Form and use regular and irregular plural nouns. (L.3.1.) (DOK 1,2)

L.3.1.c. - Use abstract nouns (e.g., childhood). (L.3.1.) (DOK 1,2)

L.3.1.i. - Produce simple, compound, and complex sentences. (L.3.1.) (DOK 1,2)

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. (L.3.4.) (DOK 1,2,3)

4th Grade		
Duration	Unit	Iowa Core
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), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.4.3.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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. (W.4.10.) (DOK 1,2,3,4)</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. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.) (DOK 1,2)</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.) (DOK 1)</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (L.4.5.) (DOK 1,2,3)</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). (L.4.5.) (DOK 1,2,3)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</p>

<p>24 lessons 7 weeks</p>	<p>Unit 2: Real Narrative Writing</p>	<p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.4.3.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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. (W.4.10.) (DOK 1,2,3,4)</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.) (DOK 1,2)</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 bag). (L.4.1.) (DOK 1,2)</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.) (DOK 1,2)</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.) (DOK 1)</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (L.4.5.) (DOK 1,2,3)</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). (L.4.5.) (DOK 1,2,3)</p>
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		L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)
	Unit 2: Days 19 - 24 Response Writing	<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. (RL.4.1) (DOK 1,2,3)</p> <p>RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)</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). (RL.4.3) (DOK 1,2,3)</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]."). (W.4.9.) (DOK 2,3)</p>
11 lessons 4 weeks	Unit 3a: 5 Square Paragraph Writing	<p>RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)</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). (RL.4.3) (DOK 1,2,3)</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5) (DOK 1,2,3)</p> <p>RL.4.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.4.2.) (DOK 3,4)</p> <p>W.4.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p>

		<p>W.4.6. - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6.) (DOK 1,2)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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]."). (W.4.9.) (DOK 2,3)</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"). (W.4.9.) (DOK 2,3)</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. (W.4.10.) (DOK 1,2,3,4)</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. (L.4.1.) (DOK 1,2)</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 bag). (L.4.1.) (DOK 1,2)</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.) (DOK 1,2)</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.) (DOK 1)</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (L.4.5.) (DOK 1,2,3)</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). (L.4.5.) (DOK 1,2,3)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</p>
<p>20 lessons 7 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>RL.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p>

	<p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.4.2.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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"). (W.4.9.) (DOK 2,3)</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. (W.4.10.) (DOK 1,2,3,4)</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. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (L.4.5.) (DOK 1,2,3)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</p>
<p>Unit 3b: Days 16 - 20 Response Writing</p>	<p>RI.4.1. - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 1,2,3)</p> <p>RI.4.3. - Explain 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.4.3) (DOK 1,2,3)</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. (RI.4.4) (DOK 1,2,3)</p> <p>RI.4.5. - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)</p> <p>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.4.7) (DOK 2,3)</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)</p>

		<p>RI.4.10. - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)</p> <p>SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2.) (DOK 2,3)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</p>
<p>14 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RL.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</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. (RI.4.4) (DOK 1,2,3)</p> <p>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.) (DOK 3,4)</p> <p>W.4.1.b. - Provide reasons that are supported by facts and details. (W.4.1.) (DOK 3,4)</p> <p>W.4.1.c. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1.) (DOK 3,4)</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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"). (W.4.9.) (DOK 2,3)</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. (W.4.10.) (DOK 1,2,3,4)</p>

		<p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.) (DOK 1,2)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</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. (RL.4.1) (DOK 1,2,3)</p> <p>RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)</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). (RL.4.3) (DOK 1,2,3)</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5) (DOK 1,2,3)</p> <p>RL.4.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)</p> <p>RI.4.6. - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6) (DOK 3,4)</p> <p>RI.4.9. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) (DOK 3,4)</p> <p>RF.4.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (RF.4.4.) (DOK 1,2)</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]."). (W.4.9.) (DOK 2,3)</p> <p>SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2.) (DOK 2,3)</p>
<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)</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). (RL.4.3) (DOK 1,2,3)</p> <p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5) (DOK 1,2,3)</p> <p>RL.4.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p>

	<p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.) (DOK 3,4)</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.4.3.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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]."). (W.4.9.) (DOK 2,3)</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. (W.4.10.) (DOK 1,2,3,4)</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. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.) (DOK 1,2)</p> <p>L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their). (L.4.1.) (DOK 1,2)</p> <p>L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.) (DOK 1)</p> <p>L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)</p> <p>L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)</p> <p>L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)</p> <p>L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)</p>
<p>Unit 5: Days 12 - 13</p>	<p>RL.4.6. - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)</p>

	<p>Response Writing</p>	<p>RL.4.9. - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9) (DOK 3,4)</p> <p>RI.4.1. - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 3,4)</p> <p>RI.4.6. - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6) (DOK 3,4)</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)</p> <p>RI.4.9. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) (DOK 3,4)</p> <p>SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2.) (DOK 2,3)</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>RL.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.4.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</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. (RI.4.4) (DOK 1,2,3)</p> <p>W.4.2.a. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.) (DOK 3,4)</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.) (DOK 3,4)</p> <p>W.4.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.4.2.) (DOK 3,4)</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.) (W.4.4.) (DOK 3,4)</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.) (W.4.5.) (DOK 1,2,3,4)</p> <p>W.4.6. - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6.) (DOK 1,2)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) (DOK 3,4)</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. (W.4.8.) (DOK 1,2)</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.4.9.) (DOK 2,3)

W.4.10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10.) (DOK 1,2,3,4)

L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (L.4.1.) (DOK 1,2)

L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.) (DOK 1)

L.4.3.a. - Choose words and phrases to convey ideas precisely. (L.4.3.) (DOK 2)

L.4.6. - Acquire and use accurately 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). (L.4.6.) (DOK 1,2)

5th Grade		
Duration	Unit	Iowa Core
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 figurative language such as metaphors and similes. (RL.5.4) (DOK 1,2,3)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.5.3.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</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. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.) (DOK 1)</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.) (DOK 1)</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context. (L.5.5.) (DOK 1,2,3)</p>

		L.5.5.c. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5.) (DOK 1,2,3)
22 lessons 7 weeks	Unit 2: Real Narrative Writing	<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). (RL.5.3) (DOK 2,3)</p> <p>RL.5.4. - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4) (DOK 1,2,3)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.5.3.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</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 a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</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. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.) (DOK 1)</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.) (DOK 1)</p>

		<p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context. (L.5.5.) (DOK 1,2,3)</p>
	<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p> <p>RL.5.2. - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)</p> <p>RL.5.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)</p> <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</p> <p>RF.5.4.a. - Read on-level text with purpose and understanding. (RF.5.4.) (DOK 1,2)</p> <p>RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.5.4.) (DOK 1,2)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p>
<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p> <p>RL.5.4. - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4) (DOK 1,2,3)</p> <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</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. (RI.5.4) (DOK 1,2,3)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.5.2.) (DOK 3,4)</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</p> <p>W.5.9.b. - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.) (DOK 1)</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context. (L.5.5.) (DOK 1,2,3)</p> <p>L.5.6. - Acquire and use accurately 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). (L.5.6.) (DOK 1,2)</p>
<p>17 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p> <p>RL.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</p> <p>RI.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</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. (RI.5.7) (DOK 1,2,3)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.5.2.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p>

	<p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</p> <p>W.5.9.b. - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.) (DOK 1)</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p> <p>L.5.4.c. - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4.) (DOK 1,2,3)</p> <p>L.5.6. - Acquire and use accurately 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). (L.5.6.) (DOK 1,2)</p>
<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p> <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</p> <p>RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)</p> <p>RI.5.5. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)</p> <p>RI.5.8. - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p>

<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>RL.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</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. (RI.5.7) (DOK 1,2,3)</p> <p>W.5.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.5.1.) (DOK 3,4)</p> <p>W.5.1.b. - Provide logically ordered reasons that are supported by facts and details. (W.5.1.) (DOK 3,4)</p> <p>W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (W.5.1.) (DOK 3,4)</p> <p>W.5.1.d. - Provide a concluding statement or section related to the opinion presented. (W.5.1.) (DOK 3,4)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</p> <p>W.5.9.b. - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.) (DOK 1)</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p>
	<p>Unit 4: Days 13 - 15</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p>

	<p>Response Writing</p>	<p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</p> <p>RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)</p> <p>RI.5.5. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)</p> <p>RI.5.8. - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</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). (RL.5.3) (DOK 2,3)</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. (RI.5.7) (DOK 1,2,3)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3.) (DOK 3,4)</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events. (W.5.3.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</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 a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9.) (DOK 2,3)</p> <p>W.5.9.b. - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.) (DOK 1,2)</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. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. (L.5.1.) (DOK 1,2)</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.) (DOK 1,2)</p> <p>L.5.2.a. - Use punctuation to separate items in a series. (L.5.2.) (DOK 1)</p> <p>L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.) (DOK 1)</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?). (L.5.2.) (DOK 1)</p> <p>L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.) (DOK 1)</p> <p>L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.) (DOK 1)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p> <p>L.5.5.b. - Recognize and explain the meaning of common idioms, adages, and proverbs. (L.5.5.) (DOK 1,2,3)</p> <p>L.5.5.c. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5.) (DOK 1,2,3)</p>
<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>RL.5.2. - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)</p> <p>RL.5.6. - Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6) (DOK 2,3,4)</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 topics. (RL.5.9) (DOK 1,2)</p> <p>RL.5.10. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)</p> <p>RI.5.5. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)</p> <p>RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.5.4.) (DOK 1,2)</p>

		<p>SL.5.2. - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2.) (DOK 2,3)</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)</p> <p>RL.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</p> <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)</p> <p>RI.5.IA.1. - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</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. (RI.5.7) (DOK 1,2,3)</p> <p>RF.5.3.a. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.5.3.) (DOK 1)</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), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.) (DOK 3,4)</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2.) (DOK 3,4)</p> <p>W.5.2.e. - Provide a concluding statement or section related to the information or explanation presented. (W.5.2.) (DOK 3,4)</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.) (W.5.4.) (DOK 3,4)</p> <p>W.5.6. - With some guidance and support from adults, use technology, including the Internet, to produce 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.5.6.) (DOK 1,2)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.) (DOK 3,4)</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. (W.5.8.) (DOK 1,2)</p> <p>W.5.9.b. - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9.) (DOK 2,3)</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. (W.5.10.) (DOK 2,3,4)</p> <p>L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.) (DOK 2,3,4)</p> <p>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.5.4.) (DOK 1,2,3)</p>

		L.5.6. - Acquire and use accurately 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). (L.5.6.) (DOK 1,2)
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