

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	Indiana Academic Standards
5 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	K.RF.4.3. - Recognize the long and short sounds for the five major vowels.
11 lessons 5 weeks	Unit 2a: Narrative Writing	K.RF.2.4. - Identify and name all uppercase capital) and lowercase letters of the alphabet. K.RF.4.3. - Recognize the long and short sounds for the five major vowels. K.W.2.1. - Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.3.3. - Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.2c. - Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
10 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	K.RF.2.4. - Identify and name all uppercase capital) and lowercase letters of the alphabet. K.RF.4.1. - Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/). K.RF.4.3. - Recognize the long and short sounds for the five major vowels. K.W.2.1. - Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.3.3. - Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.2c. - Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	K.RF.2.4. - Identify and name all uppercase capital) and lowercase letters of the alphabet. K.RF.4.1. - Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/). K.RF.4.3. - Recognize the long and short sounds for the five major vowels. K.W.2.1. - Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.3.3. - Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.1a. - Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). K.W.6.1b. - Verbs – Writing sentences that include verbs. K.W.6.2a. - Capitalization – Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b. - Punctuation – Recognizing and naming end punctuation.
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	K.W.3.2. - Use words and pictures to develop a main idea and provide some information about a topic. K.W.6.2a. - Capitalization – Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b. - Punctuation – Recognizing and naming end punctuation.
10 lessons 5 weeks	Unit 4: Opinion Writing	K.W.6.2a. - Capitalization – Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b. - Punctuation – Recognizing and naming end punctuation. K.SL.4.1. - Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

<p>6 lessons 3 weeks</p>	<p>Unit 5: Poetry</p>	<p>K.RF.4.1. - Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p> <p>K.RF.4.3. - Recognize the long and short sounds for the five major vowels.</p> <p>K.W.2.1. - Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</p> <p>K.W.3.3. - Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p> <p>K.W.6.1a. - Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p> <p>K.W.6.1b. - Verbs – Writing sentences that include verbs.</p> <p>K.W.6.2a. - Capitalization – Capitalizing the first word in a sentence and the pronoun I.</p> <p>K.W.6.2b. - Punctuation – Recognizing and naming end punctuation.</p>
<p>10 lessons 5 weeks</p>	<p>Unit 6: Research Writing & Revising</p>	<p>K.W.4.1a. - With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</p> <p>K.W.4.1b. - Use available technology to produce and publish writing.</p> <p>K.SL.4.1. - Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.</p>

1st Grade		
Duration	Unit	Indiana Academic Standards
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	1.W.3.2. - Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. 1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
18 lessons 7 weeks	Unit 2a: Narrative Writing	1.W.2.1. - Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 1.W.2.2. - Students are expected to build upon and continue applying concepts learned previously. 1.W.3.3. - Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. 1.W.6.2a. - Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. 1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
15 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	1.W.3.3. - Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. 1.W.6.2a. - Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. 1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
16 lessons 6 weeks	Unit 3: Informative/ Explanatory Writing	1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). 1.W.3.2. - Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. 1.W.6.1a. - Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b. - Verbs – Writing sentences using verbs to convey a sense of past, present, and future. 1.W.6.2a. - Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. 1.W.6.2b. - Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.
12 lessons 5 weeks	Unit 4: Opinion Writing	1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). 1.W.3.1. - Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. 1.W.6.1a. - Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b. - Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
12 lessons 5 weeks	Unit 5: Narrative	1.W.3.3. - Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

	Writing 4Ws	<p>1.W.6.2a. - Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p> <p>1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-</p>
10 lessons 4 weeks	Unit 6: Research Writing	<p>1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p> <p>1.W.3.2. - Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p> <p>1.W.5.1a. - Identify several sources of information and indicate the sources. Make informal presentations on information gathered.</p> <p>1.W.5.1b. - Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.</p> <p>1.W.6.1e. - Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.6.2b. - Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.</p>

2nd Grade		
Duration	Unit	Indiana Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>2.RV.1.1. - Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p> <p>2.W.6.1b. - Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p>2.W.6.2a. - Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p>2.W.6.2b. - Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p> <p>2.W.6.2c. - Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	<p>2.W.3.3. - Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <p>2.W.6.1b. - Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p>
13 lessons 6 weeks	Unit 3a: Paragraph Writing Using Informational Topics	<p>2.W.3.2. - Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p>2.W.6.2b. - Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>
17 lessons 6 weeks	Unit 3b: Informative/ Explanatory Writing	<p>2.RN.3.1. - Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p> <p>2.W.3.2. - Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.2a. - Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>

<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>2.W.3.1. - Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.2b. - Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 5: Narrative Writing: 5Ws and H Realistic Fiction</p>	<p>2.W.3.3. - Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1b. - Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p>2.W.6.2b. - Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>2.RN.3.1. - Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p> <p>2.W.3.2. - Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> <p>2.W.5.1a. - Find information on a topic of interest (e.g., cardinals).</p> <p>2.W.5.1c. - Organize, summarize, and present the information, choosing from a variety of formats</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p>

3rd Grade		
Duration	Unit	Indiana Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1a. - State the opinion in an introductory statement or section.</p> <p>3.W.3.1b. - Support the opinion with reasons in an organized way</p> <p>3.W.3.1c. - Connect opinion and reasons using words and phrases.</p> <p>3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p>3.W.3.2b. - Develop the topic with facts and details.</p> <p>3.W.3.2e. - Provide a concluding statement or section.</p> <p>3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters).</p> <p>3.W.3.3b. - Include specific descriptive details and clear event sequences.</p> <p>3.W.3.3c. - Include dialogue.</p> <p>3.W.3.3e. - Provide an ending.</p> <p>3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p>3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p> <p>3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
25 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1a. - State the opinion in an introductory statement or section.</p> <p>3.W.3.1b. - Support the opinion with reasons in an organized way</p> <p>3.W.3.1c. - Connect opinion and reasons using words and phrases.</p> <p>3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters).</p> <p>3.W.3.3b. - Include specific descriptive details and clear event sequences.</p>

		<p>3.W.3.3c. - Include dialogue.</p> <p>3.W.3.3e. - Provide an ending.</p> <p>3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>3.W.6.1a. - Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p> <p>3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p> <p>3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
	<p>Unit 2: Days 20 - 25 Response Writing</p>	<p>3.RF.1.1. - Apply foundational reading skills to build reading fluency and comprehension.</p> <p>3.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p> <p>3.RL.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2.3. - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>3.RL.3.2. - Distinguish personal point of view from that of the narrator or those of the characters.</p> <p>3.SL.3.1. - Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1d. - Provide a concluding statement or section.</p> <p>3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p>3.W.3.2b. - Develop the topic with facts and details.</p> <p>3.W.3.2c. - Connect ideas within categories of information using words and phrases.</p> <p>3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters).</p>

		<p>3.W.3.3c. - Include dialogue.</p> <p>3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p>3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p> <p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
<p>18 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1d. - Provide a concluding statement or section.</p> <p>3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p>3.W.3.2b. - Develop the topic with facts and details.</p> <p>3.W.3.2c. - Connect ideas within categories of information using words and phrases.</p> <p>3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>3.W.5.1b. - Locate information in reference texts, electronic resources, or through interviews.</p> <p>3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p>3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p> <p>3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>

		<p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
	<p>Unit 3b: Days 14 – 18 Response Writing</p>	<p>3.RL.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RN.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RN.2.2. - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RN.3.1. - Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.RV.2.1. - Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p> <p>3.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p> <p>3.SL.3.1. - Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>
<p>14 lessons 4 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1a. - State the opinion in an introductory statement or section.</p> <p>3.W.3.1b. - Support the opinion with reasons in an organized way</p> <p>3.W.3.1c. - Connect opinion and reasons using words and phrases.</p> <p>3.W.3.1d. - Provide a concluding statement or section.</p> <p>3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>3.W.5.1b. - Locate information in reference texts, electronic resources, or through interviews.</p> <p>3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p>3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>

		<p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
	<p>Unit 4: Days 12 -14 Response Writing</p>	<p>3.RF.1.1. - Apply foundational reading skills to build reading fluency and comprehension.</p> <p>3.RL.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RN.1.1. - Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p> <p>3.RN.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RN.2.2. - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p> <p>3.SL.3.1. - Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>
<p>19 lessons 6 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Fable</p>	<p>3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p> <p>3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.</p> <p>3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p>3.W.3.1a. - State the opinion in an introductory statement or section.</p> <p>3.W.3.1b. - Support the opinion with reasons in an organized way</p> <p>3.W.3.1c. - Connect opinion and reasons using words and phrases.</p> <p>3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters).</p> <p>3.W.3.3b. - Include specific descriptive details and clear event sequences.</p> <p>3.W.3.3c. - Include dialogue.</p> <p>3.W.3.3e. - Provide an ending.</p> <p>3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>

		<p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>
	<p>Unit 5: Days 18 - 19 Response Writing</p>	<p>3.RL.2.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.3.2. - Distinguish personal point of view from that of the narrator or those of the characters.</p> <p>3.SL.3.1. - Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>3.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p> <p>3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p>3.W.3.2b. - Develop the topic with facts and details.</p> <p>3.W.3.2c. - Connect ideas within categories of information using words and phrases.</p> <p>3.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.</p> <p>3.W.5.1b. - Locate information in reference texts, electronic resources, or through interviews.</p> <p>3.W.6.1a. - Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p> <p>3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>

4th Grade		
Duration	Unit	Indiana Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose.</p> <p>4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.</p> <p>4.W.3.3a. - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</p> <p>4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p> <p>4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> <p>4.W.3.3d. - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p> <p>4.W.3.3e. - Provide an ending that follows the narrated experiences or events.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p> <p>4.W.6.1a. - Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).</p> <p>4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.</p> <p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
24 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.3a. - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</p> <p>4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p> <p>4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> <p>4.W.3.3d. - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p>

		<p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p> <p>4.W.6.1a. - Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).</p> <p>4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.</p> <p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
	<p>Unit 2: Days 19 - 24 Response</p>	<p>4.RL.2.1. - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2.4. - Students are expected to build upon and continue applying concepts learned previously.</p>
<p>11 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>4.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>4.RL.2.3. - Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p> <p>4.RL.3.1. - Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p> <p>4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.</p> <p>4.W.3.2c. - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p> <p>4.W.3.2d. - Connect ideas using words and phrases.</p> <p>4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.</p> <p>4.W.3.2g. - Provide a concluding statement or section.</p> <p>4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p> <p>4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p>

		<p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p> <p>4.W.6.1a. - Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).</p> <p>4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.</p> <p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
<p>20 lessons 7 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>4.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose.</p> <p>4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.</p> <p>4.W.3.2c. - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p> <p>4.W.3.2d. - Connect ideas using words and phrases.</p> <p>4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.</p> <p>4.W.3.2g. - Provide a concluding statement or section.</p> <p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.5.1a. - Identify a specific question to address (e.g., what is the history of the Indy 500?).</p> <p>4.W.5.1b. - Use organizational features of print and digital sources to efficiently to locate further information.</p> <p>4.W.5.1c. - Determine the reliability of the sources.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p> <p>4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).</p> <p>4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.</p>

		<p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
	<p>Unit 3b: Days 16 - 20 Response Writing</p>	<p>4.RN.2.1. - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RN.2.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RN.2.3. - Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.</p> <p>4.RN.3.1. - Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p> <p>4.RN.3.2. - Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RN.4.1. - Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p> <p>4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>4.RV.2.1. - Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p> <p>4.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p> <p>4.W.5.1b. - Use organizational features of print and digital sources to efficiently to locate further information.</p>
<p>14 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.1a. - In an introductory statement, clearly state an opinion to a particular audience.</p> <p>4.W.3.1b. - Support the opinion with facts and details from various sources, including texts.</p> <p>4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose.</p> <p>4.W.3.1d. - Connect opinion and reasons using words and phrases.</p> <p>4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.</p> <p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.5.1a. - Identify a specific question to address (e.g., what is the history of the Indy 500?).</p> <p>4.W.5.1b. - Use organizational features of print and digital sources to efficiently to locate further information.</p> <p>4.W.5.1c. - Determine the reliability of the sources.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p>

		<p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p> <p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
	<p>Unit 4: Days 12 - 14 Response Writing</p>	<p>4.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>4.RL.2.1. - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2.2. - Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p> <p>4.RL.2.3. - Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p> <p>4.RL.2.4. - Students are expected to build upon and continue applying concepts learned previously.</p> <p>4.RL.3.1. - Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p> <p>4.RN.4.2. - Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>
<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>4.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>4.RL.2.3. - Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p> <p>4.RL.3.1. - Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p> <p>4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.3a. - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</p> <p>4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p> <p>4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> <p>4.W.3.3d. - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p> <p>4.W.3.3e. - Provide an ending that follows the narrated experiences or events.</p> <p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p>

		<p>4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).</p> <p>4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.</p> <p>4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>4.RL.3.2. - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.RL.4.2. - Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RN.2.1. - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RN.2.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RN.2.3. - Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.</p> <p>4.RN.4.1. - Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p> <p>4.RN.4.2. - Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>4.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p> <p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose.</p> <p>4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.</p> <p>4.W.3.2c. - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p> <p>4.W.3.2d. - Connect ideas using words and phrases.</p> <p>4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.</p> <p>4.W.3.2g. - Provide a concluding statement or section.</p> <p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.</p> <p>4.W.5.1a. - Identify a specific question to address (e.g., what is the history of the Indy 500?).</p> <p>4.W.5.1b. - Use organizational features of print and digital sources to efficiently to locate further information.</p> <p>4.W.5.1c. - Determine the reliability of the sources.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p>

4.W.5.1e. - Present the research information, choosing from a variety of formats.

4.W.6.1a. - Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).

4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.

5th Grade		
Duration	Unit	Indiana Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p>5.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p>5.W.3.3b. - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p> <p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1b. - Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
22 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>5.RL.2.3. - Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p>5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p>5.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p>5.W.3.3b. - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p>

		<p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1b. - Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
	<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>5.RF.1.1. - Apply foundational reading skills to demonstrate reading fluency and comprehension.</p> <p>5.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p> <p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RL.2.2. - Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5.RL.2.4. - Students are expected to build upon and continue applying concepts learned previously.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.</p> <p>5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p>5.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5.RV.3.2. - Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.3.2b. - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</p>

		<p>5.W.3.2f. - Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.3.3b. - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p> <p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.3d. - Use precise and expressive vocabulary and figurative language for effect.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.3.2b. - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</p> <p>5.W.3.2c. - Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p> <p>5.W.3.2f. - Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1a. - With support, formulate a research question (e.g., what were John Wooden's greatest contributions to college basketball?).</p> <p>5.W.5.1b. - Identify and acquire information through reliable primary and secondary sources.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p>

		<p>5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
	<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RN.3.2. - Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RV.3.3. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p>5.RN.4.1. - Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p>5.RN.4.2. - Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p>
<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.1f. - Provide a concluding statement or section related to the position presented.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1a. - With support, formulate a research question (e.g., what were John Wooden’s greatest contributions to college basketball?).</p> <p>5.W.5.1b. - Identify and acquire information through reliable primary and secondary sources.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
	<p>Unit 4: Days 13 - 15 Response Writing</p>	<p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RN.3.2. - Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p>

		<p>5.RV.3.3. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p>5.RN.4.1. - Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p>5.RN.4.2. - Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Historical Fiction</p>	<p>5.RL.2.3. - Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p>5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p>5.RV.3.3. - Analyze the meanings of proverbs, adages, and idioms in context.</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p>5.W.3.3b. - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p> <p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p> <p>5.W.6.1b. - Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p>5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct</p> <p>5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>5.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p> <p>5.RL.2.2. - Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

		<p>5.RL.2.3. - Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p>5.RL.2.4. - Students are expected to build upon and continue applying concepts learned previously.</p> <p>5.RL.3.2. - Describe how a narrator's or speaker's point of view influences how events are portrayed.</p> <p>5.RL.4.2. - Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>5.RN.3.2. - Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RV.3.3. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p>5.RN.4.2. - Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>5.RF.4.6. - Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p>5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5.RV.2.4. - Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).</p> <p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.3.2b. - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</p> <p>5.W.3.2c. - Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p> <p>5.W.3.2f. - Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.</p> <p>5.W.5.1a. - With support, formulate a research question (e.g., what were John Wooden's greatest contributions to college basketball?).</p> <p>5.W.5.1b. - Identify and acquire information through reliable primary and secondary sources.</p> <p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p>