

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	Oklahoma Academic Standards
5 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	
11 lessons 5 weeks	Unit 2a: Narrative Writing	K.W.3:5.a. - Understand that letters have different sounds. K.W.3:5.b. - Understand and record some beginning and ending sounds in words. K.W.3:5.c. - Generates inventive spelling representing initial and ending sounds. K.W.3:6.b. - Begin using upper and lower case letters. K.W.3:6.c. - Begin printing legibly using correct spacing between letters and words. K.W.3:6.d. - Trace, copy and generate letters although children may still be reversing some letters. K.W.3:6.e. - Print his/her first and last name.
10 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	K.R.3:2. - Identify the alphabet by sound. K.W.3:5.a. - Understand that letters have different sounds. K.W.3:5.b. - Understand and record some beginning and ending sounds in words. K.W.3:5.c. - Generates inventive spelling representing initial and ending sounds. K.W.3:6.b. - Begin using upper and lower case letters. K.W.3:6.c. - Begin printing legibly using correct spacing between letters and words. K.W.3:6.d. - Trace, copy and generate letters although children may still be reversing some letters. K.W.3:6.e. - Print his/her first and last name.
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	K.R.3:2. - Identify the alphabet by sound. K.W.3:1. - Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives. K.W.3:2.a. - Capitalize the first word of a sentence. K.W.3:3. - Punctuation: Begin to use correct terminal (ending) punctuation. K.W.3:6.b. - Begin using upper and lower case letters. K.W.3:6.c. - Begin printing legibly using correct spacing between letters and words. K.W.3:6.d. - Trace, copy and generate letters although children may still be reversing some letters. K.W.3:6.e. - Print his/her first and last name.
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	K.W.2:1. - Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences. K.W.3:2.a. - Capitalize the first word of a sentence. K.W.3:3. - Punctuation: Begin to use correct terminal (ending) punctuation.
10 lessons 5 weeks	Unit 4: Opinion Writing	K.W.3:2.a. - Capitalize the first word of a sentence. K.W.3:3. - Punctuation: Begin to use correct terminal (ending) punctuation. K.W.3:4. - Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.

		K.OL.2:1. - Share information and ideas speaking in clear, complete, coherent sentences.
6 lessons 3 weeks	Unit 5: Poetry	<p>K.R.3:2. - Identify the alphabet by sound.</p> <p>K.W.3:1. - Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives.</p> <p>K.W.3:2.a. - Capitalize the first word of a sentence.</p> <p>K.W.3:3. - Punctuation: Begin to use correct terminal (ending) punctuation.</p> <p>K.W.3:6.b. - Begin using upper and lower case letters.</p> <p>K.W.3:6.c. - Begin printing legibly using correct spacing between letters and words.</p> <p>K.W.3:6.d. - Trace, copy and generate letters although children may still be reversing some letters.</p> <p>K.W.3:6.e. - Print his/her first and last name.</p>
10 lessons 5 weeks	Unit 6: Research Writing & Revising	<p>K.W.1:3. - Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent.</p> <p>K.W.3:4. - Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.</p> <p>K.OL.2:1. - Share information and ideas speaking in clear, complete, coherent sentences.</p>

1st Grade		
Duration	Unit	Oklahoma Academic Standards
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	1.R.4:2. - Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. 1.W.2:1. - Recognize modes and forms of language such as informing, persuading, and entertaining. 1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time).
18 lessons 7 weeks	Unit 2a: Narrative Writing	1.W.2:2. - Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events. 1.W.3:2.d. - Capitalize months and days of the weeks (December, Monday). 1.W.3:3.a. - Correctly use terminal (end) punctuation. 1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time). 1.W.3:7.a. - Print legibly and space letters, words, and sentences appropriately.
15 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	1.R.3:2. - Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives. 1.W.2:2. - Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events. 1.W.3:1.c. - Common and proper nouns 1.W.3:2.d. - Capitalize months and days of the weeks (December, Monday). 1.W.3:3.a. - Correctly use terminal (end) punctuation. 1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time).
16 lessons 6 weeks	Unit 3: Informative/ Explanatory Writing	1.R.3:2. - Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives. 1.W.2:1. - Recognize modes and forms of language such as informing, persuading, and entertaining. 1.W.3:1.b. - Singular and plural nouns 1.W.3:1.c. - Common and proper nouns 1.W.3:1.d. - Singular, personal, gender pronouns 1.W.3:1.e. - Nominative and possessive pronouns 1.W.3:1.f. - Present and past tense verbs 1.W.3:2.d. - Capitalize months and days of the weeks (December, Monday).
12 lessons 5 weeks	Unit 4: Opinion Writing	1.W.3:1.b. - Singular and plural nouns 1.W.3:1.d. - Singular, personal, gender pronouns 1.W.3:1.e. - Nominative and possessive pronouns 1.W.3:1.f. - Present and past tense verbs

		1.W.3:1.h. - Adjectives
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	1.W.2:2. - Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events. 1.W.3:2.d. - Capitalize months and days of the weeks (December, Monday). 1.W.3:3.a. - Correctly use terminal (end) punctuation. 1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time).
10 lessons 4 weeks	Unit 6: Research Writing	1.R.3:2. - Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives. 1.W.2:1. - Recognize modes and forms of language such as informing, persuading, and entertaining. 1.W.3:1.c. - Common and proper nouns 1.W.3:1.h. - Adjectives 1.W.3:5. - Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.

2nd Grade		
Duration	Unit	Oklahoma Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	2.W.3:1.h. - Adjectives 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:3.c. - Use apostrophes correctly in contractions. 2.W.3:4.b. - Write sentences using a noun, verb, and details. 2.W.3:5.a. - Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns. 2.W.3:5.b. - Spell frequently used words with irregular spelling patterns. 2.W.3:5.c. - Spell prefixes and suffixes correctly. 2.W.3:5.d. - Recognize the use of homophones/homonyms in spelling.
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	2.W.2:2.a. - Present a logical sequence of events. 2.W.2:2.b. - Develop a main idea. 2.W.2:2.c. - Use details to support the main idea. 2.W.3:1.h. - Adjectives 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith).
13 lessons 6 weeks	Unit 3a: Paragraph Writing Using Informational Topics	2.W.2:1. - Develop modes and forms of language such as informing, persuading, and entertaining. 2.W.3:1.h. - Adjectives 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:3.c. - Use apostrophes correctly in contractions. 2.W.3:4.b. - Write sentences using a noun, verb, and details.
17 lessons 6 weeks	Unit 3b: Informative/ Explanatory Writing	2.R.7:1.d. - Use title page, table of contents, glossary, and index to locate information. 2.W.2:1. - Develop modes and forms of language such as informing, persuading, and entertaining. 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:4.b. - Write sentences using a noun, verb, and details.
15 lessons 5 weeks	Unit 4: Opinion Writing	2.W.3:1.d. - Singular, plural, and personal pronouns 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:3.c. - Use apostrophes correctly in contractions.

<p>13 lessons 5 weeks</p>	<p>Unit 5: Narrative Writing: 5Ws and H Realistic Fiction</p>	<p>2.W.2:2.a. - Present a logical sequence of events. 2.W.2:2.b. - Develop a main idea. 2.W.2:2.c. - Use details to support the main idea. 2.W.3:1.h. - Adjectives 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:3.c. - Use apostrophes correctly in contractions.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>2.R.7:1.d. - Use title page, table of contents, glossary, and index to locate information. 2.W.2:1. - Develop modes and forms of language such as informing, persuading, and entertaining. 2.W.3:1.h. - Adjectives 2.W.3:2.c. - Capitalize greetings (Dear Sir). 2.W.3:2.e. - Capitalize titles (Dr., Mr., and Mrs.). 2.W.3:2.f. - Capitalize initials of people (A.J. Smith). 2.W.3:4.b. - Write sentences using a noun, verb, and details.</p>

3rd Grade		
Duration	Unit	Oklahoma Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).</p> <p>3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.</p> <p>3.W.1:3. - Compose coherent first drafts with clear focus of beginning, middle, and ending.</p> <p>3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.</p> <p>3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs.</p> <p>3.W.2:3.c. - Have a clear beginning, middle, and ending.</p> <p>3.W.2:7.a. - Provide a context within which an action occurs.</p> <p>3.W.2:7.b. - Include details that develop the plot.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.</p> <p>3.W.3:1.a. - Singular, plural, and possessive forms of nouns</p> <p>3.W.3:1.d. - Present, past, and future tense verbs</p> <p>3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs</p> <p>3.W.3:1.g. - Subject-verb agreement</p> <p>3.W.3:1.h. - Positive, comparative, and superlative adjectives</p> <p>3.W.3:1.j. - Coordinating conjunctions</p> <p>3.W.3:3.d. - Apostrophes in contractions and possessives</p> <p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p> <p>3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p> <p>3.W.3:5.e. - Use various sources of materials to check and correct spelling.</p>
25 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).</p> <p>3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.</p> <p>3.W.1:3. - Compose coherent first drafts with clear focus of beginning, middle, and ending.</p>

		<p>3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.</p> <p>3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs.</p> <p>3.W.2:3.c. - Have a clear beginning, middle, and ending.</p> <p>3.W.2:7.a. - Provide a context within which an action occurs.</p> <p>3.W.2:7.b. - Include details that develop the plot.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.</p> <p>3.W.3:1.d. - Present, past, and future tense verbs</p> <p>3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs</p> <p>3.W.3:1.g. - Subject-verb agreement</p> <p>3.W.3:1.j. - Coordinating conjunctions</p> <p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p> <p>3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p> <p>3.W.3:5.e. - Use various sources of materials to check and correct spelling.</p>
	<p>Unit 2: Days 20 - 25 Response Writing</p>	<p>3.R.4:1.a. - Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.</p> <p>3.R.4:4.a. - Analyze characters including their traits, relationships, feelings, and changes in text.</p> <p>3.V.2:3. - Listen to, view, or read stories which tell of characters in American and other cultures.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).</p> <p>3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.</p> <p>3.W.2:3.b. - Use details to support the main idea.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.3:1.a. - Singular, plural, and possessive forms of nouns</p> <p>3.W.3:1.g. - Subject-verb agreement</p> <p>3.W.3:1.h. - Positive, comparative, and superlative adjectives</p> <p>3.W.3:1.j. - Coordinating conjunctions</p> <p>3.W.3:3.d. - Apostrophes in contractions and possessives</p>

		<p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p> <p>3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p>
<p>18 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).</p> <p>3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.</p> <p>3.R.6:2.a. - Begin the research process by selecting a topic, formulating questions, and identifying key words.</p> <p>3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.</p> <p>3.W.2:3.b. - Use details to support the main idea.</p> <p>3.W.2:4. - Write informational pieces using one reference source and citing the title and author of the source.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.</p> <p>3.W.3:1.a. - Singular, plural, and possessive forms of nouns</p> <p>3.W.3:1.d. - Present, past, and future tense verbs</p> <p>3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs</p> <p>3.W.3:1.g. - Subject-verb agreement</p> <p>3.W.3:1.h. - Positive, comparative, and superlative adjectives</p> <p>3.W.3:1.j. - Coordinating conjunctions</p> <p>3.W.3:3.d. - Apostrophes in contractions and possessives</p> <p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p> <p>3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p> <p>3.W.3:5.e. - Use various sources of materials to check and correct spelling.</p>

		3.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
	Unit 3b: Days 14 – 18 Response Writing	3.R.4:1.d. - Show understanding by asking questions and supporting answers with literal information from the text. 3.R.4:3.a. - Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction. 3.R.4:3.b. - Make generalizations about a text (e.g., theme of a story or main idea of an informational text). 3.R.6:1.d. - Use the title page, table of contents, glossary, chapter headings, and index to locate information. 3.R.6:1.e. - Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
14 lessons 4 weeks	Unit 4: Opinion Writing	3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables). 3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words. 3.R.6:2.a. - Begin the research process by selecting a topic, formulating questions, and identifying key words. 3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect. 3.W.3:1.a. - Singular, plural, and possessive forms of nouns 3.W.3:1.d. - Present, past, and future tense verbs 3.W.3:1.g. - Subject-verb agreement 3.W.3:1.h. - Positive, comparative, and superlative adjectives 3.W.3:3.d. - Apostrophes in contractions and possessives 3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation. 3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing. 3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare). 3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds. 3.W.3:5.c. - Increase the number of high frequency words spelled correctly. 3.W.3:5.d. - Spell words ending in -tion and -sion correctly. 3.W.3:5.e. - Use various sources of materials to check and correct spelling. 3.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
	Unit 4: Days 12 -14 Response Writing	3.R.4:1.a. - Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade. 3.R.4:1.d. - Show understanding by asking questions and supporting answers with literal information from the text. 3.R.4:3.a. - Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction. 3.R.4:3.b. - Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
19 lessons 6 weeks	Unit 5: Imagined	3.R.1:2. - Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).

	<p>Narrative Writing: Fable</p>	<p>3.R.2:2. - Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.</p> <p>3.W.1:3. - Compose coherent first drafts with clear focus of beginning, middle, and ending.</p> <p>3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.</p> <p>3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs.</p> <p>3.W.2:3.c. - Have a clear beginning, middle, and ending.</p> <p>3.W.2:7.a. - Provide a context within which an action occurs.</p> <p>3.W.2:7.b. - Include details that develop the plot.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.</p> <p>3.W.3:1.a. - Singular, plural, and possessive forms of nouns</p> <p>3.W.3:1.d. - Present, past, and future tense verbs</p> <p>3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs</p> <p>3.W.3:3.d. - Apostrophes in contractions and possessives</p> <p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p> <p>3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p> <p>3.W.3:5.e. - Use various sources of materials to check and correct spelling.</p>
	<p>Unit 5: Days 18 - 19 Response Writing</p>	
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>3.R.2:4. - Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.</p> <p>3.R.6:1.b. - Use guide words to locate words in dictionaries and topics in encyclopedias.</p> <p>3.R.6:1.d. - Use the title page, table of contents, glossary, chapter headings, and index to locate information.</p> <p>3.R.6:2.a. - Begin the research process by selecting a topic, formulating questions, and identifying key words.</p> <p>3.W.2:3.b. - Use details to support the main idea.</p> <p>3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.</p> <p>3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.</p>

3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.

3.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.

4th Grade		
Duration	Unit	Oklahoma Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.</p> <p>4.R.4:3.b. - Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:2. - Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.</p> <p>4.W.1:3. - Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.</p> <p>4.W.1:4. - Select a focus and an organizational structure based upon purpose, audience, and required format.</p> <p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p> <p>4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.</p> <p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.3:3.b. - Quotation marks</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p> <p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p> <p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse,</p> <p>4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p>

24 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p> <p>4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.</p> <p>4.R.4:3.b. - Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:2. - Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.</p> <p>4.W.1:3. - Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.</p> <p>4.W.1:4. - Select a focus and an organizational structure based upon purpose, audience, and required format.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p> <p>4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.</p> <p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.3:1.h. - Positive, comparative, and superlative adjectives</p> <p>4.W.3:3.b. - Quotation marks</p> <p>4.W.3:4.b. - Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p>
-----------------------	---------------------------------------	---

		<p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p> <p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse,</p> <p>4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>
	<p>Unit 2: Days 19 - 24 Response Writing</p>	<p>4.R.3:2.a. - Use prior knowledge and experience to make inferences and support them with information presented in text.</p> <p>4.R.3:2.b. - Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.</p> <p>4.R.3:3.a. - Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.</p> <p>4.R.3:3.b. - Support ideas, arguments, and generalizations by reference to evidence in the text.</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p>
<p>11 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.</p> <p>4.R.3:2.c. - Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).</p> <p>4.R.4:1.a. - Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).</p> <p>4.R.4:2.d. - Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>4.R.4:3.b. - Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p> <p>4.W.2:7. - Write summaries based upon the main idea of a reading selection and its most significant details.</p> <p>4.W.3:1.h. - Positive, comparative, and superlative adjectives</p>

		<p>4.W.3:3.b. - Quotation marks</p> <p>4.W.3:4.b. - Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p> <p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p> <p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse,</p> <p>4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>
<p>20 lessons 7 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>4.R.4:3.b. - Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.</p> <p>4.R.5:1.b. - Identify key words to be used in searching for resources and information.</p> <p>4.R.5:1.c. - Cite information sources appropriately.</p> <p>4.R.5:2.a. - Identify a research question and appropriate sources to answer that question.</p> <p>4.R.5:2.b. - Take notes to paraphrase or summarize information.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p> <p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p>

		<p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p> <p>4.W.2:7. - Write summaries based upon the main idea of a reading selection and its most significant details.</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p> <p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p> <p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, 4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>
	<p>Unit 3b: Days 16 - 20 Response Writing</p>	<p>4.R.3:2.a. - Use prior knowledge and experience to make inferences and support them with information presented in text.</p> <p>4.R.3:2.b. - Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.</p> <p>4.R.3:3.a. - Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.</p> <p>4.R.3:3.b. - Support ideas, arguments, and generalizations by reference to evidence in the text.</p> <p>4.R.5:1.d. - Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).</p> <p>4.R.5:1.e. - Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p> <p>4.V.2:1. - Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p>
<p>14 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.</p> <p>4.R.5:1.b. - Identify key words to be used in searching for resources and information.</p> <p>4.R.5:1.c. - Cite information sources appropriately.</p> <p>4.R.5:2.a. - Identify a research question and appropriate sources to answer that question.</p> <p>4.R.5:2.b. - Take notes to paraphrase or summarize information.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p>

	<p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p> <p>4.W.2:7. - Write summaries based upon the main idea of a reading selection and its most significant details.</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p> <p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p> <p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse).</p> <p>4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>
<p>Unit 4: Days 12 - 14 Response Writing</p>	<p>4.R.3:1.b. - Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.</p> <p>4.R.3:1.c. - Identify and explain the differences in fiction and nonfiction text.</p> <p>4.R.3:2.a. - Use prior knowledge and experience to make inferences and support them with information presented in text.</p> <p>4.R.3:2.b. - Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.</p> <p>4.R.3:3.a. - Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.</p> <p>4.R.3:3.b. - Support ideas, arguments, and generalizations by reference to evidence in the text.</p> <p>4.R.3:4.b. - Compare and contrast information on the same topic after reading several passages or articles.</p> <p>4.R.4:1.a. - Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).</p> <p>4.R.4:2.a. - Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.</p> <p>4.R.4:3.a. - Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p>

<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.</p> <p>4.R.3:2.c. - Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).</p> <p>4.R.4:1.a. - Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).</p> <p>4.R.4:2.d. - Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:2. - Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.</p> <p>4.W.1:3. - Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.</p> <p>4.W.1:4. - Select a focus and an organizational structure based upon purpose, audience, and required format.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p> <p>4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.</p> <p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.3:3.b. - Quotation marks</p> <p>4.W.3:4.c. - Correct sentence fragments and run-ons.</p> <p>4.W.3:4.d. - Create sentences with understood subject.</p> <p>4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).</p>
-------------------------------	--	--

		<p>4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).</p> <p>4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse,</p> <p>4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>4.R.3:1.c. - Identify and explain the differences in fiction and nonfiction text.</p> <p>4.R.3:2.a. - Use prior knowledge and experience to make inferences and support them with information presented in text.</p> <p>4.R.3:3.a. - Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.</p> <p>4.R.3:3.b. - Support ideas, arguments, and generalizations by reference to evidence in the text.</p> <p>4.R.3:4.b. - Compare and contrast information on the same topic after reading several passages or articles.</p> <p>4.R.4:2.c. - Identify themes that occur across literary works.</p> <p>4.R.4:4. - Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types,</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>4.R.5:1.b. - Identify key words to be used in searching for resources and information.</p> <p>4.R.5:1.c. - Cite information sources appropriately.</p> <p>4.R.5:2.a. - Identify a research question and appropriate sources to answer that question.</p> <p>4.R.5:2.b. - Take notes to paraphrase or summarize information.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p> <p>4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.</p> <p>4.W.2:7. - Write summaries based upon the main idea of a reading selection and its most significant details.</p> <p>4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p> <p>4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p> <p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p>

5th Grade		
Duration	Unit	Oklahoma Academic Standards
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>5.R.1:1.b. - Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were</p> <p>5.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.</p> <p>5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.</p> <p>5.R.4:3.c. - Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.1:3. - Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.</p> <p>5.W.1:4.b. - Blend paragraphs with effective transitions into longer compositions.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.c. - Organize supporting statements from the most appealing to the least powerful</p> <p>5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions</p> <p>5.W.3:3.b. - Quotation marks</p> <p>5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.</p>

		<p>5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p> <p>5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)</p> <p>5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>
<p>22 lessons 7 weeks</p>	<p>Unit 2: Real Narrative Writing</p>	<p>5.R.1:1.b. - Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were</p> <p>5.R.3:1.c. - Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.</p> <p>5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>5.R.3:3.a. - Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>5.R.3:3.c. - Support ideas and arguments by reference to relevant aspects of text and issues across texts.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p> <p>5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.</p> <p>5.R.4:3.c. - Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.1:3. - Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.</p> <p>5.W.1:4.b. - Blend paragraphs with effective transitions into longer compositions.</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>5.W.2:5.g. - Use correct indention at the beginning of paragraphs.</p>

	<p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.c. - Organize supporting statements from the most appealing to the least powerful</p> <p>5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions</p> <p>5.W.3:3.b. - Quotation marks</p> <p>5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.</p> <p>5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p> <p>5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)</p> <p>5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>
<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>5.R.3:1.b. - Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.</p> <p>5.R.3:2.a. - Apply prior knowledge and experience to make inferences and respond to new information presented in text.</p> <p>5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>5.R.3:3.b. - Make generalizations with information gleaned from text.</p> <p>5.R.3:4.a. - Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p> <p>5.R.4:1.a. - Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).</p> <p>5.R.4:3.d. - Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.V.2:3. - Listen to, view, or read literature which tells of characters in American and other cultures.</p>

<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>5.R.1:1.a. - Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>5.R.1:1.b. - Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were</p> <p>5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.</p> <p>5.R.4:3.c. - Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.1:4.b. - Blend paragraphs with effective transitions into longer compositions.</p> <p>5.W.1:5. - Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:3. - With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.b. - Support a position with relevant evidence and effective emotional appeals in order to persuade.</p> <p>5.W.2:8.c. - Organize supporting statements from the most appealing to the least powerful</p> <p>5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions</p>
-------------------------------	---	---

		<p>5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.</p> <p>5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p> <p>5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)</p> <p>5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p> <p>5.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).</p> <p>5.OL.2:4. - Engage the audience with appropriate words, phrasing, facial expressions, and gestures.</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>5.R.1:4.a. - Use a thesaurus to determine related words and concepts.</p> <p>5.R.1:4.b. - Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.</p> <p>5.R.3:5.a. - Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).</p> <p>5.R.5:1.a. - Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.R.5:2.b. - Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).</p> <p>5.R.5:2.d. - Summarize information from multiple sources into a written report or summary.</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p>

		<p>5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.b. - Support a position with relevant evidence and effective emotional appeals in order to persuade.</p> <p>5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions</p> <p>5.W.3:3.b. - Quotation marks</p> <p>5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.</p> <p>5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p> <p>5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)</p> <p>5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>
	<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>5.R.3:1.c. - Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.</p> <p>5.R.3:2.a. - Apply prior knowledge and experience to make inferences and respond to new information presented in text.</p> <p>5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>5.R.3:3.a. - Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>5.R.3:3.b. - Make generalizations with information gleaned from text.</p> <p>5.R.3:3.c. - Support ideas and arguments by reference to relevant aspects of text and issues across texts.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p>
<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.R.5:2.b. - Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).</p>

- 5.R.5:2.d. - Summarize information from multiple sources into a written report or summary.
- 5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.
- 5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.
- 5.W.2:5.a. - Provide an introductory paragraph.
- 5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.
- 5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.
- 5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.
- 5.W.2:5.e. - Provide details and transitions to link paragraphs.
- 5.W.2:5.f. - Conclude with a paragraph that summarizes the points.
- 5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.
- 5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.
- 5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.
- 5.W.2:6.b. - A main idea or topic.
- 5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.
- 5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.
- 5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions
- 5.W.3:3.b. - Quotation marks
- 5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.
- 5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.
- 5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
- 5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)
- 5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
- 5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.

**Unit 4: Days
13 - 15
Response**

- 5.R.3:1.c. - Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
- 5.R.3:2.a. - Apply prior knowledge and experience to make inferences and respond to new information presented in text.
- 5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

	Writing	<p>5.R.3:3.a. - Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>5.R.3:3.b. - Make generalizations with information gleaned from text.</p> <p>5.R.3:3.c. - Support ideas and arguments by reference to relevant aspects of text and issues across texts.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p>
<p>13 lessons 4 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Historical Fiction</p>	<p>5.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.</p> <p>5.R.3:1.c. - Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.</p> <p>5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>5.R.3:3.a. - Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>5.R.3:3.c. - Support ideas and arguments by reference to relevant aspects of text and issues across texts.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p> <p>5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.R.5:2.d. - Summarize information from multiple sources into a written report or summary.</p> <p>5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.1:3. - Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.</p> <p>5.W.1:4.b. - Blend paragraphs with effective transitions into longer compositions.</p> <p>5.W.1:5. - Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p>

	<p>5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.c. - Organize supporting statements from the most appealing to the least powerful</p> <p>5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions</p> <p>5.W.3:3.b. - Quotation marks</p> <p>5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>5.W.3:5.a. - Spell previously misspelled words correctly in final writing products.</p> <p>5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p> <p>5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)</p> <p>5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>
<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>5.R.3:2.c. - Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).</p> <p>5.R.3:2.d. - Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).</p> <p>5.R.3:4.a. - Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.</p> <p>5.R.3:4.c. - Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>5.R.4:1.a. - Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).</p> <p>5.R.4:1.c. - Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).</p> <p>5.R.4:2.b. - Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.</p>

		5.R.4:3.d. - Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
16 lessons 5 weeks	Unit 6: Research Writing	<p>5.R.1:2.b. - Apply knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>5.R.1:2.c. - Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.R.5:2.b. - Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).</p> <p>5.R.5:2.d. - Summarize information from multiple sources into a written report or summary.</p> <p>5.R.5:2.e. - Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2:5.a. - Provide an introductory paragraph.</p> <p>5.W.2:5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>5.W.2:5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2:8.b. - Support a position with relevant evidence and effective emotional appeals in order to persuade.</p> <p>5.W.2:8.c. - Organize supporting statements from the most appealing to the least powerful</p> <p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p>