

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

| Kindergarten | | |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 5 lessons 2 weeks | Unit 1: Getting Ready for Core Writing | CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels. |
| 11 lessons 5 weeks | Unit 2a: Narrative Writing | CC.1.1.K.B.4. - Recognize and name all uppercase and lowercase letters of the alphabet. CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels. CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N. - Establish who and what the narrative will be about. CC.1.4.K.O. - Describe experiences and events. CC.1.4.K.P. - Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.R.3. - Spell simple words phonetically. |
| 10 lessons 5 weeks | Unit 2b: Narrative Writing & Conferencing | CC.1.1.K.B.2. - Recognize that spoken words are represented in written language by specific sequences of letters. CC.1.1.K.B.4. - Recognize and name all uppercase and lowercase letters of the alphabet. CC.1.1.K.D.1. - Demonstrate basic knowledge of one-to-one letter-sound correspondence. CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels. CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N. - Establish who and what the narrative will be about. CC.1.4.K.O. - Describe experiences and events. CC.1.4.K.P. - Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.R.3. - Spell simple words phonetically. |
| 10 lessons 5 weeks | Unit 3a: Narrative Writing with High Frequency Words | CC.1.1.K.B.2. - Recognize that spoken words are represented in written language by specific sequences of letters. CC.1.1.K.B.4. - Recognize and name all uppercase and lowercase letters of the alphabet. CC.1.1.K.D.1. - Demonstrate basic knowledge of one-to-one letter-sound correspondence. CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels. CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.F.2. - Recognize and use end punctuation. CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.L.2. - Recognize and use end punctuation. |

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| | | <p>CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O. - Describe experiences and events.</p> <p>CC.1.4.K.P. - Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I.</p> <p>CC.1.4.K.R.2. - Recognize and use end punctuation.</p> |
| 9 lessons 4 weeks | Unit 3b: Informative/ Explanatory Writing | <p>CC.1.4.K.A. - Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.B. - Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C. - With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.F.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.L.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I.</p> <p>CC.1.4.K.R.2. - Recognize and use end punctuation.</p> |
| 10 lessons 5 weeks | Unit 4: Opinion Writing | <p>CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.F.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.G. - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.I. - Support the opinion with reasons.</p> <p>CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.L.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I.</p> <p>CC.1.4.K.R.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.T. - With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> |
| 6 lessons 3 weeks | Unit 5: Poetry | <p>CC.1.1.K.B.2. - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CC.1.1.K.D.1. - Demonstrate basic knowledge of one-to-one letter-sound correspondence.</p> <p>CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels.</p> <p>CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.F.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>CC.1.4.K.L.2. - Recognize and use end punctuation.</p> <p>CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O. - Describe experiences and events.</p> |

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| | | <p>CC.1.4.K.P. - Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I.</p> <p>CC.1.4.K.R.2. - Recognize and use end punctuation.</p> |
| 10 lessons 5 weeks | Unit 6: Research Writing & Revising | <p>CC.1.4.K.T. - With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.1.4.K.U. - With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p> |

| 1st Grade | | |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 6 lessons 2 weeks | Unit 1: Getting Ready for Core Writing | <p>CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B. - Identify and write about one specific topic.</p> <p>CC.1.4.1.C. - Develop the topic with two or more facts.</p> <p>CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> |
| 18 lessons 7 weeks | Unit 2a: Narrative Writing | <p>CC.1.4.1.F.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.F.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.L.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.L.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.P. - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.R.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.R.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> |
| 15 lessons 5 weeks | Unit 2b: Narrative Writing Beginning, Middle, and End | <p>CC.1.4.1.F.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.F.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.L.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.L.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>CC.1.4.1.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.P. - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.R.1. - Capitalize dates and names of people.</p> <p>CC.1.4.1.R.2. - Use end punctuation; use commas in dates and words in series.</p> <p>CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> |

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| | | CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| 16 lessons 6 weeks | Unit 3: Informative/ Explanatory Writing | CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B. - Identify and write about one specific topic. CC.1.4.1.C. - Develop the topic with two or more facts. CC.1.4.1.F.1. - Capitalize dates and names of people. CC.1.4.1.L.1. - Capitalize dates and names of people. CC.1.4.1.R.1. - Capitalize dates and names of people. CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| 12 lessons 5 weeks | Unit 4: Opinion Writing | CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.4.1.G. - Write opinion pieces on familiar topics. CC.1.4.1.H. - Form an opinion by choosing among given topics. CC.1.4.1.I. - Support the opinion with reasons related to the opinion. CC.1.4.1.J. - Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.K. - Use a variety of words and phrases. CC.1.4.1.Q. - Use a variety of words and phrases. |
| 12 lessons 5 weeks | Unit 5: Narrative Writing 4Ws | CC.1.4.1.F.1. - Capitalize dates and names of people. CC.1.4.1.F.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.L.1. - Capitalize dates and names of people. CC.1.4.1.L.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.1.N. - Establish who and what the narrative will be about. CC.1.4.1.P. - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. CC.1.4.1.R.1. - Capitalize dates and names of people. CC.1.4.1.R.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. |

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| | | CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| 10 lessons 4 weeks | Unit 6: Research Writing | CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B. - Identify and write about one specific topic. CC.1.4.1.C. - Develop the topic with two or more facts. CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. CC.1.4.1.W. - With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |

| 2nd Grade | | |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 9 lessons 3 weeks | Unit 1: Getting Ready for Core Writing | CC.1.4.2.F.2. - Use commas and apostrophes appropriately. CC.1.4.2.F.3. - Spell words drawing on common spelling patterns. CC.1.4.2.F.4. - Consult reference material as needed. CC.1.4.2.L.2. - Use commas and apostrophes appropriately. CC.1.4.2.L.3. - Spell words drawing on common spelling patterns. CC.1.4.2.L.4. - Consult reference material as needed. CC.1.4.2.R.2. - Use commas and apostrophes appropriately. CC.1.4.2.R.3. - Spell words drawing on common spelling patterns. CC.1.4.2.R.4. - Consult reference material as needed. |
| 12 lessons 4 weeks | Unit 2: Narrative Writing: Beginning, Middle, and End | CC.1.4.2.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 13 lessons 6 weeks | Unit 3a: Paragraph Writing Using Informational Topics | CC.1.4.2.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B. - Identify and introduce the topic. CC.1.4.2.C. - Develop the topic with facts and/or definitions. CC.1.4.2.F.2. - Use commas and apostrophes appropriately. CC.1.4.2.L.2. - Use commas and apostrophes appropriately. CC.1.4.2.R.2. - Use commas and apostrophes appropriately. CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 17 lessons 6 weeks | Unit 3b: Informative/ Explanatory Writing | CC.1.4.2.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B. - Identify and introduce the topic. CC.1.4.2.C. - Develop the topic with facts and/or definitions. CC.1.4.2.F.4. - Consult reference material as needed. CC.1.4.2.L.4. - Consult reference material as needed. CC.1.4.2.R.4. - Consult reference material as needed. CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 15 lessons 5 weeks | Unit 4: Opinion Writing | CC.1.4.2.F.2. - Use commas and apostrophes appropriately. CC.1.4.2.G. - Write opinion pieces on familiar topics or texts. CC.1.4.2.H. - Identify the topic and state an opinion. CC.1.4.2.I. - Support the opinion with reasons that include details connected to the opinion. |

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| | | <p>CC.1.4.2.J. - Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K. - Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L.2. - Use commas and apostrophes appropriately.</p> <p>CC.1.4.2.R.2. - Use commas and apostrophes appropriately.</p> <p>CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> |
| 13 lessons 5 weeks | Unit 5: Narrative Writing: 5Ws and H Realistic Fiction | <p>CC.1.4.2.F.2. - Use commas and apostrophes appropriately.</p> <p>CC.1.4.2.L.2. - Use commas and apostrophes appropriately.</p> <p>CC.1.4.2.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.R.2. - Use commas and apostrophes appropriately.</p> <p>CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> |
| 13 lessons 5 weeks | Unit 6: Research Writing | <p>CC.1.4.2.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B. - Identify and introduce the topic.</p> <p>CC.1.4.2.C. - Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.F.4. - Consult reference material as needed.</p> <p>CC.1.4.2.L.4. - Consult reference material as needed.</p> <p>CC.1.4.2.R.4. - Consult reference material as needed.</p> <p>CC.1.4.2.T. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.V. - Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W. - Recall information from experiences or gather information from provided sources to answer a question.</p> |

| 3rd Grade | | |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 9 lessons 3 weeks | Unit 1: Getting Ready for Core Writing | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.1.1.3.D.2. - Decode words with common Latin suffixes.</p> <p>CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.4.3.B. - Identify and introduce the topic.</p> <p>CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| 25 lessons 7 weeks | Unit 2: Real Narrative Writing | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.1.1.3.D.2. - Decode words with common Latin suffixes.</p> <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.E. - Choose words and phrases for effect.</p> <p>CC.1.4.3.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> |

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| | | <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P. - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q. - Choose words and phrases for effect.</p> <p>CC.1.4.3.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 2: Days 20 - 25 Response Writing</p> | <p>CC.1.1.3.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.3.3.C. - Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.5.3.B. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> |
| <p>13 lessons 4 weeks</p> | <p>Unit 3a: 5 Square Paragraph Writing</p> | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.1.1.3.D.2. - Decode words with common Latin suffixes.</p> <p>CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.B. - Identify and introduce the topic.</p> <p>CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E. - Choose words and phrases for effect.</p> <p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> |

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| | | <p>CC.1.4.3.Q. - Choose words and phrases for effect. CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| <p>18 lessons 5 weeks</p> | <p>Unit 3b: Informative/ Explanatory Writing</p> | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. CC.1.1.3.D.2. - Decode words with common Latin suffixes. CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B. - Identify and introduce the topic. CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E. - Choose words and phrases for effect. CC.1.4.3.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.Q. - Choose words and phrases for effect. CC.1.4.3.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.V. - Conduct short research projects that build knowledge about a topic. CC.1.4.3.W. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 3b: Days 14 – 18 Response</p> | <p>CC.1.2.3.A. - Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.E. - Use text features and search tools to locate and interpret information. CC.1.2.3.G. - Use information gained from text features to demonstrate understanding of a text.</p> |

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| | Writing | <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.5.3.B. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> |
| <p>14 lessons 4 weeks</p> | <p>Unit 4: Opinion Writing</p> | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.1.1.3.D.2. - Decode words with common Latin suffixes.</p> <p>CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.E. - Choose words and phrases for effect.</p> <p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q. - Choose words and phrases for effect.</p> <p>CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.V. - Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 4: Days 12 -14</p> | <p>CC.1.1.3.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.2.3.A. - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> |

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| | <p>Response Writing</p> | <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.5.3.B. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> |
| <p>19 lessons 6 weeks</p> | <p>Unit 5: Imagined Narrative Writing: Fable</p> | <p>CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.1.1.3.D.2. - Decode words with common Latin suffixes.</p> <p>CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.E. - Choose words and phrases for effect.</p> <p>CC.1.4.3.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P. - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q. - Choose words and phrases for effect.</p> <p>CC.1.4.3.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> |

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| | | <p>CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 5: Days 18 - 19 Response Writing</p> | <p>CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.5.3.B. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> |
| <p>16 lessons 5 weeks</p> | <p>Unit 6: Research Writing</p> | <p>CC.1.4.3.B. - Identify and introduce the topic.</p> <p>CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.U. - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V. - Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> |

| 4th Grade | | |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 9 lessons 3 weeks | Unit 1: Getting Ready for Core Writing | <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| 24 lessons 7 weeks | Unit 2: Real Narrative Writing | <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> |

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| | | <p>CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 2: Days 19 - 24 Response Writing</p> | <p>CC.1.2.4.B. - Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B. - Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> |
| <p>11 lessons 4 weeks</p> | <p>Unit 3a: 5 Square Paragraph Writing</p> | <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> |

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| | | <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U. - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| <p>20 lessons 7 weeks</p> | <p>Unit 3b: Informative/ Explanatory Writing</p> | <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> |

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| | | <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 3b: Days 16 - 20 Response Writing</p> | <p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.E. - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.2.4.F. and CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J. and CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K. and CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> |
| <p>14 lessons 5 weeks</p> | <p>Unit 4: Opinion Writing</p> | <p>CC.1.2.4.F. and CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. CC.1.2.4.J. and CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K. and CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.G. - Write opinion pieces on topics or texts. CC.1.4.4.H. - Introduce the topic and state an opinion on the topic. CC.1.4.4.I. - Provide reasons that are supported by facts and details. CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.K. and CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely. CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |

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| | | <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 4: Days 12 - 14 Response Writing</p> | <p>CC.1.1.4.E.2. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CC.1.2.4.B. - Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.I. - Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B. - Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> |
| <p>13 lessons 3 weeks</p> | <p>Unit 5: Imagined Narrative Writing: Legend</p> | <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |

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| | | <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 5: Days 12 - 13 Response Writing</p> | <p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I. - Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.3.4.H. - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> |
| <p>17 lessons 5 weeks</p> | <p>Unit 6: Research Writing</p> | <p>CC.1.2.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> |

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| | <p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U. - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
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| Duration | Unit | Pennsylvania Core and Academic Standards |
| 9 lessons 3 weeks | Unit 1: Getting Ready for Core Writing | <p>CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p>CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| 22 lessons 7 weeks | Unit 2: Real Narrative Writing | <p>CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p>CC.1.3.5.C. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p>CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> |

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| | | <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 2: Days 17 - 22 Response Writing</p> | <p>CC.1.1.5.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.1.5.E.2. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.A. - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.K. - Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>13 lessons 5 weeks</p> | <p>Unit 3a: 5 Square Paragraph Writing</p> | <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> |

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| | | <p>CC.1.3.5.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.5.E. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> |
| <p>17 lessons 5 weeks</p> | <p>Unit 3b: Informative/ Explanatory Writing</p> | <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.G. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |

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| | | <p>CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 3b: Days 13 - 17 Response Writing</p> | <p>CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.H. - Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>15 lessons 5 weeks</p> | <p>Unit 4: Opinion Writing</p> | <p>CC.1.2.5.G. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.4.5.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> |

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| | | <p>CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 4: Days 13 - 15 Response Writing</p> | <p>CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.2.5.H. - Determine how an author supports particular points in a text through reasons and evidence. CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>13 lessons 4 weeks</p> | <p>Unit 5: Imagined Narrative Writing: Historical Fiction</p> | <p>CC.1.2.5.G. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.1.3.5.C. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> |

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| | | <p>CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| | <p>Unit 5: Days 12 - 13 Response Writing</p> | <p>CC.1.1.5.E.2. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.5.A. - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.H. - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> |
| <p>16 lessons 5 weeks</p> | <p>Unit 6: Research Writing</p> | <p>CC.1.1.5.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.G. - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |

CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U. - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.1.4.5.W. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.1.4.5.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.