

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	South Carolina Standards & Learning
5 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings.
11 lessons 5 weeks	Unit 2a: Narrative Writing	K.RL.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.RI.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.W.MCC.3.1. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened. K.W.L.5.3. - Write letter(s) for familiar consonant and vowel sounds. K.W.L.5.4. - Spell simple words phonetically. K.W.RC.6.2. - Print upper-and lower-case letters.
10 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	K.RL.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.RI.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.W.MCC.3.1. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened. K.W.L.5.3. - Write letter(s) for familiar consonant and vowel sounds. K.W.L.5.4. - Spell simple words phonetically. K.W.RC.6.2. - Print upper-and lower-case letters.
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	K.RL.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.RI.P.1.4. - Recognize and name all upper- and lowercase letters of the alphabet. K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.W.MCC.3.1. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened. K.W.L.4.1. - With guidance and support, use nouns.

		<p>K.W.L.4.4. - With guidance and support, use verbs.</p> <p>K.W.L.5.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.W.L.5.2. - Recognize and name end punctuation.</p> <p>K.W.RC.6.2. - Print upper-and lower-case letters.</p>
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	<p>K.W.MCC.2.1. - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p> <p>K.W.L.5.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.W.L.5.2. - Recognize and name end punctuation.</p>
10 lessons 5 weeks	Unit 4: Opinion Writing	<p>K.W.L.4.3. - With guidance and support, understand and use interrogatives.</p> <p>K.W.L.5.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.W.L.5.2. - Recognize and name end punctuation.</p>
6 lessons 3 weeks	Unit 5: Poetry	<p>K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant.</p> <p>K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings.</p> <p>K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant.</p> <p>K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings.</p> <p>K.W.MCC.3.1. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p>K.W.L.4.1. - With guidance and support, use nouns.</p> <p>K.W.L.4.4. - With guidance and support, use verbs.</p> <p>K.W.L.5.1. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.W.L.5.2. - Recognize and name end punctuation.</p> <p>K.W.RC.6.2. - Print upper-and lower-case letters.</p>
10 lessons 5 weeks	Unit 6: Research Writing & Revising	<p>K.C.MC.2.2. - With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>

1st Grade		
Duration	Unit	South Carolina Standards & Learning
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	1.RL.LCS.10.2. - Identify new meanings for familiar words and apply them accurately. 1.RI.LCS.9.2. - Identify new meanings for familiar words and apply them accurately. 1.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
18 lessons 7 weeks	Unit 2a: Narrative Writing	1.W.MCC.3.1. - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. 1.W.L.5.2.a. - Periods, question marks, and exclamation marks at the end of sentences. 1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. 1.W.RC.6.2. - Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
15 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	1.W.MCC.3.1. - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. 1.W.L.5.2.a. - Periods, question marks, and exclamation marks at the end of sentences. 1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
16 lessons 6 weeks	Unit 3: Informative/ Explanatory Writing	1.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 1.W.L.4.2. - Use singular and plural nouns with matching verbs in basic sentences. 1.W.L.4.3. - Use personal, possessive, and indefinite pronouns. 1.W.L.4.4. - Use verbs to convey a sense of past, present, and future. 1.W.L.4.7. - Use conjunctions. 1.W.L.5.2.b. - Commas in dates and to separate items in a series.
12 lessons 5 weeks	Unit 4: Opinion Writing	1.W.L.4.2. - Use singular and plural nouns with matching verbs in basic sentences. 1.W.L.4.3. - Use personal, possessive, and indefinite pronouns. 1.W.L.4.4. - Use verbs to convey a sense of past, present, and future. 1.W.L.4.5. - Use adjectives and adverbs. 1.W.L.4.7. - Use conjunctions.
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	1.W.MCC.3.1. - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. 1.W.L.5.2.a. - Periods, question marks, and exclamation marks at the end of sentences. 1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.

<p>10 lessons 4 weeks</p>	<p>Unit 6: Research Writing</p>	<p>1.I.3.1. - Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. 1.I.3.2. - Select the most important information, revise ideas, and record and communicate findings. 1.I.4.2. - Determine appropriate tools to communicate findings. 1.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 1.W.L.4.5. - Use adjectives and adverbs. 1.W.L.4.8. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. 1.W.L.5.2.b. - Commas in dates and to separate items in a series. 1.C.MC.2.2. - Participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>
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2nd Grade		
Duration	Unit	South Carolina Standards & Learning
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.W.L.4.8. - Produce, expand, and rearrange complete simple and compound sentences. 2.W.L.5.1. - Capitalize greetings, months, days of the week, holidays, geographic names, and titles. 2.W.L.5.2.c. - Apostrophes to form contractions and singular possessive nouns. 2.W.L.5.3. - Generalize learned spelling patterns and word families. 2.W.L.5.4. - Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words. 2.W.L.5.5. - Consult print and multimedia resources to check and correct spellings.
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	2.W.MCC.3.1. - Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure. 2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified.
13 lessons 6 weeks	Unit 3a: Paragraph Writing Using Informational Topics	2.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.W.L.4.2. - Form and use frequently occurring irregular plural nouns. 2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.W.L.4.8. - Produce, expand, and rearrange complete simple and compound sentences. 2.W.L.5.2.c. - Apostrophes to form contractions and singular possessive nouns.
17 lessons 6 weeks	Unit 3b: Informative/ Explanatory Writing	2.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.W.L.4.2. - Form and use frequently occurring irregular plural nouns. 2.W.L.4.8. - Produce, expand, and rearrange complete simple and compound sentences. 2.W.L.5.1. - Capitalize greetings, months, days of the week, holidays, geographic names, and titles. 2.W.L.5.5. - Consult print and multimedia resources to check and correct spellings.
15 lessons 5 weeks	Unit 4: Opinion Writing	2.W.L.5.2.c. - Apostrophes to form contractions and singular possessive nouns.
13 lessons 5 weeks	Unit 5: Narrative Writing: 5Ws and H Realistic Fiction	2.W.MCC.3.1. - Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure. 2.W.L.4.2. - Form and use frequently occurring irregular plural nouns. 2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.W.L.5.2.c. - Apostrophes to form contractions and singular possessive nouns.

<p>13 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>2.I.3.1. - Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.</p> <p>2.I.3.2. - Select the most important information, revise ideas, and record and communicate findings.</p> <p>2.I.4.2. - Use appropriate tools to communicate findings and/or take informed action.</p> <p>2.I.5.1. - Acknowledge and value individual and collective thinking.</p> <p>2.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.L.4.1. - Use collective nouns.</p> <p>2.W.L.4.2. - Form and use frequently occurring irregular plural nouns.</p> <p>2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.W.L.4.8. - Produce, expand, and rearrange complete simple and compound sentences.</p> <p>2.W.L.5.5. - Consult print and multimedia resources to check and correct spellings.</p> <p>2.C.MC.2.2. - Participate in shared research; record observations, new learning, opinions and articulate findings.</p>
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3rd Grade		
Duration	Unit	South Carolina Standards & Learning
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>3.W.MCC.2.1.a. - Introduce a topic and group related information together.</p> <p>3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details.</p> <p>3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters.</p> <p>3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.</p> <p>3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns.</p> <p>3.W.L.4.1.c. - Form and use regular and irregular verbs.</p> <p>3.W.L.4.1.d. - Form and use the simple verb tenses.</p> <p>3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.W.L.4.1.h. - Use coordinating and subordinating conjunctions.</p> <p>3.W.L.4.1.i. - Produce simple, compound, and complex sentences.</p> <p>3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base</p> <p>3.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings.</p> <p>3.W.RC.6.1.a. - Over short and extended time frames.</p> <p>3.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>3.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
25 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters.</p> <p>3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.</p> <p>3.W.MCC.3.1.h. - Provide a sense of closure.</p>

		<p>3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs. 3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns. 3.W.L.4.1.c. - Form and use regular and irregular verbs. 3.W.L.4.1.d. - Form and use the simple verb tenses. 3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement. 3.W.L.4.1.h. - Use coordinating and subordinating conjunctions. 3.W.L.4.1.i. - Produce simple, compound, and complex sentences. 3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base 3.W.L.5.4. - Use spelling patterns and generalizations. 3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings. 3.W.RC.6.1.a. - Over short and extended time frames. 3.W.RC.6.1.b. - For a range of domain-specific tasks. 3.W.RC.6.1.c. - For a variety of purposes and audiences. 3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
13 lessons 4 weeks	<p>Unit 2: Days 20 - 25 Response Writing</p> <p>Unit 3a: 5 Square Paragraph Writing</p>	<p>3.RL.MC.8.1.a. - Describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot. 3.RL.LCS.11.1. - Explain the differences between first and third person points of view. 3.RL.LCS.11.2. - Compare and contrast the reader's point of view to that of the narrator or a character. 3.RL.RC.13.1. - Engage in whole and small group reading with purpose and understanding. 3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.W.MCC.1.1.g. - Provide a concluding statement or section. 3.W.MCC.2.1.a. - Introduce a topic and group related information together. 3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details. 3.W.MCC.2.1.g. - Use transition words and phrases to connect ideas within categories of information. 3.W.MCC.2.1.i. - Provide a concluding statement or section. 3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters. 3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events. 3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement. 3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>

		<p>3.W.L.4.1.h. - Use coordinating and subordinating conjunctions. 3.W.L.4.1.i. - Produce simple, compound, and complex sentences. 3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base 3.W.L.5.4. - Use spelling patterns and generalizations. 3.W.RC.6.1.a. - Over short and extended time frames. 3.W.RC.6.1.b. - For a range of domain-specific tasks. 3.W.RC.6.1.c. - For a variety of purposes and audiences. 3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
<p>18 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>3.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry. 3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.W.MCC.1.1.g. - Provide a concluding statement or section. 3.W.MCC.2.1.a. - Introduce a topic and group related information together. 3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details. 3.W.MCC.2.1.g. - Use transition words and phrases to connect ideas within categories of information. 3.W.MCC.2.1.h. - Develop a style and tone authentic to the purpose. 3.W.MCC.2.1.i. - Provide a concluding statement or section. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events. 3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs. 3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns. 3.W.L.4.1.c. - Form and use regular and irregular verbs. 3.W.L.4.1.d. - Form and use the simple verb tenses. 3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement. 3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 3.W.L.4.1.h. - Use coordinating and subordinating conjunctions. 3.W.L.4.1.i. - Produce simple, compound, and complex sentences. 3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base 3.W.L.5.4. - Use spelling patterns and generalizations. 3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings. 3.W.RC.6.1.a. - Over short and extended time frames. 3.W.RC.6.1.b. - For a range of domain-specific tasks. 3.W.RC.6.1.c. - For a variety of purposes and audiences.</p>

		<p>3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>3.C.MC.2.1. - Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p>
	<p>Unit 3b: Days 14 – 18 Response Writing</p>	<p>3.RL.RC.13.1. - Engage in whole and small group reading with purpose and understanding.</p> <p>3.RI.MC.6.1. - Summarize multi-paragraph texts using key details to support the central idea.</p> <p>3.RI.LCS.8.2. - Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>
<p>14 lessons 4 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>3.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>3.W.MCC.1.1.a. - Introduce the topic or text, state an opinion, and create an organizational structure that includes reasons.</p> <p>3.W.MCC.1.1.c. - Organize supporting reasons logically.</p> <p>3.W.MCC.1.1.g. - Provide a concluding statement or section.</p> <p>3.W.MCC.2.1.i. - Provide a concluding statement or section.</p> <p>3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns.</p> <p>3.W.L.4.1.c. - Form and use regular and irregular verbs.</p> <p>3.W.L.4.1.d. - Form and use the simple verb tenses.</p> <p>3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.W.L.4.1.i. - Produce simple, compound, and complex sentences.</p> <p>3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base</p> <p>3.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings.</p> <p>3.W.RC.6.1.a. - Over short and extended time frames.</p> <p>3.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>3.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>3.C.MC.2.1. - Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p>
	<p>Unit 4: Days 12 -14</p>	<p>3.RL.RC.13.1. - Engage in whole and small group reading with purpose and understanding.</p> <p>3.RI.MC.6.1. - Summarize multi-paragraph texts using key details to support the central idea.</p>

	Response Writing	3.RI.RC.12.1. - Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
19 lessons 6 weeks	Unit 5: Imagined Narrative Writing: Fable	<p>3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters.</p> <p>3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.</p> <p>3.W.MCC.3.1.h. - Provide a sense of closure.</p> <p>3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>3.W.L.4.1.d. - Form and use the simple verb tenses.</p> <p>3.W.L.4.1.i. - Produce simple, compound, and complex sentences.</p> <p>3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base</p> <p>3.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings.</p> <p>3.W.RC.6.1.a. - Over short and extended time frames.</p> <p>3.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>3.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
	Unit 5: Days 18 - 19 Response Writing	<p>3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>3.RL.LCS.11.1. - Explain the differences between first and third person points of view.</p> <p>3.RL.LCS.11.2. - Compare and contrast the reader's point of view to that of the narrator or a character.</p> <p>3.RL.RC.13.1. - Engage in whole and small group reading with purpose and understanding.</p> <p>3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>
16 lessons 5 weeks	Unit 6: Research Writing	<p>3.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>3.W.MCC.2.1.a. - Introduce a topic and group related information together.</p> <p>3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details.</p> <p>3.W.MCC.2.1.g. - Use transition words and phrases to connect ideas within categories of information.</p> <p>3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns.</p> <p>3.W.L.4.1.c. - Form and use regular and irregular verbs.</p> <p>3.W.L.4.1.i. - Produce simple, compound, and complex sentences.</p> <p>3.C.MC.2.1. - Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p>

4th Grade		
Duration	Unit	South Carolina Standards & Learning
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>4.W.MCC.2.1.c. - Group related information in paragraphs and sections.</p> <p>4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>4.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.MCC.3.1.f. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>4.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.L.4.1.a. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.b. - Form and use the progressive verb tenses.</p> <p>4.W.L.4.1.c. - Use modal auxiliaries to convey various conditions.</p> <p>4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p>4.W.L.4.1.f. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.1.b. - Quotation marks and commas to mark direct speech.</p> <p>4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>

		4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.
24 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>4.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.</p> <p>4.W.MCC.3.1.f. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>4.W.L.4.1.a. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.c. - Use modal auxiliaries to convey various conditions.</p> <p>4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p>4.W.L.4.1.e. - Order adjectives within sentences according to conventional patterns.</p> <p>4.W.L.4.1.f. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.1.b. - Quotation marks and commas to mark direct speech.</p> <p>4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p>
	Unit 2: Days 19 - 24 Response	<p>4.RL.MC.5.1. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>4.RL.MC.6.1. - Determine the development of a theme within a text; summarize using key details.</p>

	Writing	4.RI.MC.5.1. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
11 lessons 4 weeks	Unit 3a: 5 Square Paragraph Writing	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.MCC.2.1.h. - Link ideas within categories of information using words and phrases.</p> <p>4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>4.W.MCC.2.1.k. - Provide a concluding statement or section relate to the information or explanation presented.</p> <p>4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.</p> <p>4.W.MCC.3.1.f. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>4.W.L.4.1.a. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.b. - Form and use the progressive verb tenses.</p> <p>4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p>4.W.L.4.1.e. - Order adjectives within sentences according to conventional patterns.</p> <p>4.W.L.4.1.f. - Use relative pronouns and relative adverbs.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.1.b. - Quotation marks and commas to mark direct speech.</p> <p>4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p>

20 lessons 7 weeks	Unit 3b: Informative/ Explanatory Writing	<p>4.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>4.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>4.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>4.W.MCC.2.1.c. - Group related information in paragraphs and sections.</p> <p>4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.MCC.2.1.h. - Link ideas within categories of information using words and phrases.</p> <p>4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.2.1.k. - Provide a concluding statement or section relate to the information or explanation presented.</p> <p>4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.</p> <p>4.W.L.4.1.b. - Form and use the progressive verb tenses.</p> <p>4.W.L.4.1.c. - Use modal auxiliaries to convey various conditions.</p> <p>4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
14 lessons 5 weeks	Unit 3b: Days 16 - 20 Response Writing	<p>4.I.4.1. - Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.RI.MC.6.1. - Summarize multi-paragraph texts using key details to support the central idea.</p> <p>4.RI.LCS.8.2. - Apply knowledge of text features to gain meaning; describe the relationship between these features and the</p> <p>4.RI.LCS.11.1. - Apply knowledge of text structures to describe how structures contribute to meaning.</p>
14 lessons 5 weeks	Unit 4: Opinion Writing	<p>4.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p>

		<p>4.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>4.RL.LCS.10.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>4.RI.LCS.9.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RI.LCS.9.5. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>4.W.MCC.1.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>4.W.MCC.1.1.c. - Provide reasons supported by facts and details.</p> <p>4.W.MCC.1.1.d. - Use transitional words or phrases to connect opinions and reasons.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</p>
	<p>Unit 4: Days 12 - 14 Response Writing</p>	<p>4.RL.MC.5.1. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>4.RL.MC.6.1. - Determine the development of a theme within a text; summarize using key details.</p> <p>4.RL.LCS.12.1. - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>4.RI.MC.5.1. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>4.RI.MC.7.1. - Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>4.RI.LCS.10.1. - Identify and describe the difference between a primary and secondary account of the same event or topic.</p>
<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p>

		<p>4.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.</p> <p>4.W.MCC.3.1.f. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>4.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.L.4.1.b. - Form and use the progressive verb tenses.</p> <p>4.W.L.4.1.c. - Use modal auxiliaries to convey various conditions.</p> <p>4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p>4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.W.L.5.1.b. - Quotation marks and commas to mark direct speech.</p> <p>4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.</p> <p>4.W.L.5.4. - Use spelling patterns and generalizations.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>4.RL.MC.7.2. - Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse</p> <p>4.RI.MC.6.1. - Summarize multi-paragraph texts using key details to support the central idea.</p> <p>4.RI.MC.7.1. - Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>4.RI.LCS.10.1. - Identify and describe the difference between a primary and secondary account of the same event or topic.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>4.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>4.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>4.RL.LCS.10.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>

4.RI.LCS.9.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.

4.RI.LCS.9.5. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

4.W.MCC.2.1.a. - Introduce a topic clearly.

4.W.MCC.2.1.c. - Group related information in paragraphs and sections.

4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

4.W.MCC.2.1.h. - Link ideas within categories of information using words and phrases.

4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.

4.W.MCC.2.1.k. - Provide a concluding statement or section relate to the information or explanation presented.

4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.

4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.

4.W.L.4.1.a. - Use relative pronouns and relative adverbs.

4.W.L.4.1.b. - Form and use the progressive verb tenses.

4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.

4.W.L.4.1.f. - Use relative pronouns and relative adverbs.

4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.

4.W.RC.6.1.a. - Over short and extended time frames.

4.W.RC.6.1.b. - For a range of domain-specific tasks.

4.W.RC.6.1.c. - For a variety of purposes and audiences.

4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.

4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.

5th Grade		
Duration	Unit	South Carolina Standards & Learning
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.RL.LCS.9.1. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>5.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>5.W.MCC.2.1.d. - Group related information logically.</p> <p>5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose.</p> <p>5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>5.W.MCC.3.1.d. - Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.MCC.3.1.f. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>5.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections.</p> <p>5.W.L.4.1.b. - Form and use the perfect verb tenses.</p> <p>5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense.</p> <p>5.W.L.5.2.a. - Apostrophes and quotation marks.</p> <p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
22 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.RL.MC.6.1. - Determine and analyze the development of a theme within a text; summarize using key details.</p> <p>5.RL.MC.8.1.a. - Analyze two or more characters, events, or settings in a text and explain the impact on the plot.</p> <p>5.RL.LCS.9.1. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose.</p>

		<p>5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>5.W.MCC.3.1.d. - Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.MCC.3.1.f. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>5.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections.</p> <p>5.W.L.4.1.b. - Form and use the perfect verb tenses.</p> <p>5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense.</p> <p>5.W.L.5.2.a. - Apostrophes and quotation marks.</p> <p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
	<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>5.RL.MC.5.1. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p> <p>5.RL.LCS.12.1. - Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p>5.RL.RC.13.3. - Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p>5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text.</p> <p>5.RI.RC.12.3. - Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p>5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.RL.LCS.9.1. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>5.RL.LCS.10.1. - Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p>5.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p> <p>5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text.</p> <p>5.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>5.W.MCC.2.1.c. - Provide a general observation and focus.</p> <p>5.W.MCC.2.1.d. - Group related information logically.</p> <p>5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

		<p>5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p> <p>5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose.</p> <p>5.W.MCC.2.1.m. - Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>5.W.MCC.3.1.f. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p>5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections.</p> <p>5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense.</p> <p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p> <p>5.C.MC.1.3. - Apply effective communication techniques and the use of formal or informal voice based on audience and</p> <p>5.C.LCS.5.2. - Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>5.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>5.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text.</p> <p>5.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources.</p> <p>5.W.MCC.2.1.c. - Provide a general observation and focus.</p> <p>5.W.MCC.2.1.d. - Group related information logically.</p> <p>5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p> <p>5.W.MCC.2.1.j. - Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose.</p> <p>5.W.MCC.2.1.m. - Provide a concluding statement or section related to the information or explanation presented.</p>

		<p>5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections. 5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions. 5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense. 5.W.L.5.2.a. - Apostrophes and quotation marks. 5.W.RC.6.1.a. - Over short and extended time frames. 5.W.RC.6.1.b. - For a range of domain-specific tasks. 5.W.RC.6.1.c. - For a variety of purposes and audiences. 5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
	<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>5.I.4.1. - Draw logical conclusions from relationships and patterns discovered during the inquiry process. 5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text. 5.RI.MC.6.1. - Summarize a text with two or more central ideas; cite key supporting details. 5.RI.MC.7.1. - Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. 5.RI.LCS.10.1. - Compare and contrast a primary and secondary account of the same event or topic. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p>
<p>15 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>5.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. 5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. 5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps. 5.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action. 5.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry. 5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources. 5.W.MCC.2.1.d. - Group related information logically. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism. 5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose. 5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections. 5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions. 5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense. 5.W.L.5.2.a. - Apostrophes and quotation marks. 5.W.RC.6.1.a. - Over short and extended time frames. 5.W.RC.6.1.b. - For a range of domain-specific tasks. 5.W.RC.6.1.c. - For a variety of purposes and audiences. 5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
	<p>Unit 4: Days 13 - 15 Response Writing</p>	<p>5.I.4.1. - Draw logical conclusions from relationships and patterns discovered during the inquiry process. 5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text. 5.RI.MC.6.1. - Summarize a text with two or more central ideas; cite key supporting details. 5.RI.MC.7.1. - Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. 5.RI.LCS.10.1. - Compare and contrast a primary and secondary account of the same event or topic. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p>

<p>13 lessons 4 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Historical Fiction</p>	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. 5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps. 5.RL.MC.6.1. - Determine and analyze the development of a theme within a text; summarize using key details. 5.RL.MC.8.1.a. - Analyze two or more characters, events, or settings in a text and explain the impact on the plot. 5.RL.LCS.9.1. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone. 5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism. 5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose. 5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters. 5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally. 5.W.MCC.3.1.d. - Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations. 5.W.MCC.3.1.f. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely. 5.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events. 5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections. 5.W.L.4.1.b. - Form and use the perfect verb tenses. 5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions. 5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense. 5.W.L.5.2.a. - Apostrophes and quotation marks. 5.W.L.5.2.b. - Commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. 5.W.RC.6.1.a. - Over short and extended time frames. 5.W.RC.6.1.b. - For a range of domain-specific tasks. 5.W.RC.6.1.c. - For a variety of purposes and audiences. 5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>5.RL.MC.6.1. - Determine and analyze the development of a theme within a text; summarize using key details. 5.RL.MC.7.2. - Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities. 5.RL.MC.8.1.a. - Analyze two or more characters, events, or settings in a text and explain the impact on the plot. 5.RL.LCS.9.2. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting. 5.RL.LCS.11.1. - Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.</p>

		<p>5.RL.LCS.12.1. - Explain how text structures in prose, drama, or poetry differ using terms unique to the genre. 5.RL.LCS.12.2. - Compare how different crafted text structures contribute to meaning and impact the reader. 5.RI.MC.7.1. - Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. 5.RI.LCS.10.1. - Compare and contrast a primary and secondary account of the same event or topic.</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>5.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. 5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. 5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps. 5.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action. 5.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry. 5.RL.LCS.10.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text. 5.RI.LCS.9.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 5.W.MCC.2.1.a. - Introduce a topic clearly. 5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources. 5.W.MCC.2.1.c. - Provide a general observation and focus. 5.W.MCC.2.1.d. - Group related information logically. 5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism. 5.W.MCC.2.1.j. - Link ideas within and across categories of information using words, phrases, and clauses. 5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic. 5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose. 5.W.MCC.2.1.m. - Provide a concluding statement or section related to the information or explanation presented. 5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally. 5.W.RC.6.1.a. - Over short and extended time frames. 5.W.RC.6.1.b. - For a range of domain-specific tasks. 5.W.RC.6.1.c. - For a variety of purposes and audiences. 5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>