

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	Texas Essential Knowledge and Skills (TEKS)
5 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	
11 lessons 5 weeks	Unit 2a: Narrative Writing	K.1 (B) - Identify upper- and lower-case letters. K.17 (A) - Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
10 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	K.1 (B) - Identify upper- and lower-case letters. K.3 (A) - Identify the common sounds that letters represent. K.17 (A) - Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression). K.18 (A) - Use phonological knowledge to match sounds to letters.
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	K.1 (B) - Identify upper- and lower-case letters. K.3 (A) - Identify the common sounds that letters represent. K.5 (A) - Identify and use words that name actions, directions, positions, sequences, and locations. K.16 (A) (iv) - Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over) K.16 (A) (v) - Pronouns (e.g., I, me) K.17 (A) - Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression). K.17 (B) - Capitalize the first letter in a sentence. K.17 (C) - Use punctuation at the end of a sentence. K.18 (A) - Use phonological knowledge to match sounds to letters.
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	(K.15) - Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. K.16 (A) (v) - Pronouns (e.g., I, me) K.17 (B) - Capitalize the first letter in a sentence. K.17 (C) - Use punctuation at the end of a sentence.
10 lessons 5 weeks	Unit 4: Opinion Writing	K.16 (A) (v) - Pronouns (e.g., I, me) K.16 (B) - Speak in complete sentences to communicate. K.16 (C) - Use complete simple sentences. K.17 (B) - Capitalize the first letter in a sentence. K.17 (C) - Use punctuation at the end of a sentence.
6 lessons 3 weeks	Unit 5: Poetry	K.3 (A) - Identify the common sounds that letters represent. K.5 (A) - Identify and use words that name actions, directions, positions, sequences, and locations. K.14 (B) - Write short poems.

		<p>K.16 (A) (v) - Pronouns (e.g., I, me)</p> <p>K.17 (A) - Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).</p> <p>K.17 (B) - Capitalize the first letter in a sentence.</p> <p>K.17 (C) - Use punctuation at the end of a sentence.</p> <p>K.18 (A) - Use phonological knowledge to match sounds to letters.</p>
<p>10 lessons 5 weeks</p>	<p>Unit 6: Research Writing & Revising</p>	<p>K.13 (A) - Plan a first draft by generating ideas for writing through class discussion.</p> <p>K.13 (D) - Edit drafts by leaving spaces between letters and words.</p> <p>K.16 (B) - Speak in complete sentences to communicate.</p> <p>K.16 (C) - Use complete simple sentences.</p>

1st Grade		
Duration	Unit	Texas Essential Knowledge and Skills (TEKS)
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	1.19 (A) - Write brief compositions about topics of interest to the student. 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list.
18 lessons 7 weeks	Unit 2a: Narrative Writing	1.1 (D) - Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation). 1.21 (A) - Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences. 1.21 (B) (iii) - Names of people 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list.
15 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	1.1 (D) - Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation). 1.6 (A) - Identify words that name actions (verbs) and words that name persons, places, or things (nouns). 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.21 (B) (iii) - Names of people 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list.
16 lessons 6 weeks	Unit 3: Informative/ Explanatory Writing	1.3 (E) - Read base words with inflectional endings (e.g., plurals, past tenses). 1.6 (A) - Identify words that name actions (verbs) and words that name persons, places, or things (nouns). 1.19 (A) - Write brief compositions about topics of interest to the student. 1.20 (A) (i) - Verbs (past, present, and future) 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.20 (A) (vi) - Pronouns (e.g., I, me) 1.21 (B) (iii) - Names of people
12 lessons 5 weeks	Unit 4: Opinion Writing	1.3 (E) - Read base words with inflectional endings (e.g., plurals, past tenses). 1.20 (A) (i) - Verbs (past, present, and future) 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.20 (A) (iii) - Adjectives (e.g., descriptive: green, tall) 1.20 (A) (v) - Prepositions and prepositional phrases 1.20 (A) (vi) - Pronouns (e.g., I, me)
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	1.1 (D) - Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation). 1.21 (B) (iii) - Names of people 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list.
10 lessons 4 weeks	Unit 6: Research Writing	1.6 (A) - Identify words that name actions (verbs) and words that name persons, places, or things (nouns). 1.19 (A) - Write brief compositions about topics of interest to the student. 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.20 (A) (iii) - Adjectives (e.g., descriptive: green, tall)

	<p>1.21 (C) - Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>1.24 (A) - Gather evidence from available sources (natural and personal) as well as from interviews with local experts.</p> <p>(1.26) - Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>
--	---

2nd Grade		
Duration	Unit	Texas Essential Knowledge and Skills (TEKS)
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.22 (B) (iii) - The salutation and closing of a letter 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (ii) - Apostrophes and contractions 2.22 (C) (iii) - Apostrophes and possessives.. 2.23 (A) - Use phonological knowledge to match sounds to letters to construct unknown words. 2.23 (C) - Spell high-frequency words from a commonly used list. 2.23 (F) - Use resources to find correct spellings.
12 lessons 4 weeks	Unit 2: Narrative Writing: Beginning, Middle, and End	2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (iii) - Apostrophes and possessives..
13 lessons 6 weeks	Unit 3a: Paragraph Writing Using Informational Topics	2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (ii) - Apostrophes and contractions 2.22 (C) (iii) - Apostrophes and possessives..
17 lessons 6 weeks	Unit 3b: Informative/ Explanatory Writing	2.5 (D) - Alphabetize a series of words and use a dictionary or a glossary to find words. 2.14 (D) - Use text features (e.g., table of contents, index, headings) to locate specific information in text. 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (iii) - Apostrophes and possessives.. 2.23 (F) - Use resources to find correct spellings. 2.25 (B) - Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information.
15 lessons 5 weeks	Unit 4: Opinion Writing	2.21 (A) (vi) - Pronouns (e.g., he, him) 2.22 (B) (iii) - The salutation and closing of a letter 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (ii) - Apostrophes and contractions 2.22 (C) (iii) - Apostrophes and possessives..
13 lessons 5 weeks	Unit 5: Narrative Writing: 5Ws	2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.22 (C) (i) - Ending punctuation in sentences

	and H Realistic	2.22 (C) (ii) - Apostrophes and contractions 2.22 (C) (iii) - Apostrophes and possessives..
13 lessons 5 weeks	Unit 6: Research Writing	2.5 (D) - Alphabetize a series of words and use a dictionary or a glossary to find words. 2.14 (D) - Use text features (e.g., table of contents, index, headings) to locate specific information in text. 2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.22 (C) (i) - Ending punctuation in sentences 2.22 (C) (iii) - Apostrophes and possessives.. 2.23 (F) - Use resources to find correct spellings. 2.25 (B) - Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information. (2.27) - Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

3rd Grade		
Duration	Unit	Texas Essential Knowledge and Skills (TEKS)
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>(3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>3.20 (A) (iii) - Contain a concluding statement</p> <p>3.22 (A) (i) - Verbs (past, present, and future)</p> <p>3.22 (A) (ii) - Nouns (singular/plural, common/proper)</p> <p>3.22 (A) (vii) - Coordinating conjunctions (e.g., and, or, but)</p> <p>3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>3.23 (C) (i) - Apostrophes in contractions and possessives</p> <p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p>
25 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>(3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>3.22 (A) (i) - Verbs (past, present, and future)</p> <p>3.22 (A) (ii) - Nouns (singular/plural, common/proper)</p> <p>3.22 (A) (vii) - Coordinating conjunctions (e.g., and, or, but)</p> <p>3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement.</p>

		<p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p>
	Unit 2: Days 20 - 25 Response Writing	<p>3.8 (B) - Describe the interaction of characters including their relationships and the changes they undergo.</p> <p>3.8 (C) - Identify whether the narrator or speaker of a story is first or third person.</p> <p>110.14 (C) - Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p>
13 lessons 4 weeks	Unit 3a: 5 Square Paragraph Writing	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>3.20 (A) (ii) - Include supporting sentences with simple facts, details, and explanations</p> <p>3.22 (A) (vii) - Coordinating conjunctions (e.g., and, or, but)</p> <p>3.22 (A) (viii) - Time-order transition words and transitions that indicate a conclusion</p> <p>3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>3.23 (C) (i) - Apostrophes in contractions and possessives</p> <p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p>
18 lessons 5 weeks	Unit 3b: Informative/ Explanatory Writing	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>3.20 (A) (ii) - Include supporting sentences with simple facts, details, and explanations</p> <p>3.22 (A) (i) - Verbs (past, present, and future)</p> <p>3.22 (A) (ii) - Nouns (singular/plural, common/proper)</p> <p>3.22 (A) (vii) - Coordinating conjunctions (e.g., and, or, but)</p> <p>3.22 (A) (viii) - Time-order transition words and transitions that indicate a conclusion</p> <p>3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>3.23 (C) (i) - Apostrophes in contractions and possessives</p> <p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p> <p>3.25 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.</p>

		<p>(3.27) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>
	<p>Unit 3b: Days 14 – 18 Response Writing</p>	<p>3.2 (B) - Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p>3.13 (A) - Identify the details or facts that support the main idea.</p> <p>3.13 (B) - Draw conclusions from the facts presented in text and support those assertions with textual evidence.</p> <p>3.13 (D) - Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p> <p>3.15 (B) - Locate and use specific information in graphic features of text.</p> <p>3.26 (B) - Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics).</p> <p>110.14 (D) - Make inferences about text and use textual evidence to support understanding.</p>
<p>14 lessons 4 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>(3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>3.22 (A) (i) - Verbs (past, present, and future)</p> <p>3.22 (A) (ii) - Nouns (singular/plural, common/proper)</p> <p>3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>3.23 (C) (i) - Apostrophes in contractions and possessives</p> <p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p> <p>3.25 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.</p> <p>(3.27) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>
	<p>Unit 4: Days 12 -14 Response Writing</p>	<p>3.2 (B) - Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p>3.13 (A) - Identify the details or facts that support the main idea.</p> <p>3.13 (B) - Draw conclusions from the facts presented in text and support those assertions with textual evidence.</p>

		<p>110.14 (C) - Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>110.14 (D) - Make inferences about text and use textual evidence to support understanding.</p>
19 lessons 6 weeks	<p>Unit 5: Imagined Narrative Writing: Fable</p>	<p>3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able)</p> <p>3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.</p> <p>(3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>3.22 (A) (i) - Verbs (past, present, and future)</p> <p>3.23 (C) (i) - Apostrophes in contractions and possessives</p> <p>3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.</p> <p>3.24 (C) - Spell high-frequency and compound words from a commonly used list.</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p>
	<p>Unit 5: Days 18 - 19 Response</p>	<p>3.5 (A) - Paraphrase the themes and supporting details of fables, legends, myths, or stories.</p> <p>3.5 (B) - Compare and contrast the settings in myths and traditional folktales.</p> <p>3.8 (C) - Identify whether the narrator or speaker of a story is first or third person.</p>
16 lessons 5 weeks	<p>Unit 6: Research Writing</p>	<p>3.4 (E) - Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> <p>3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>3.20 (A) (ii) - Include supporting sentences with simple facts, details, and explanations</p> <p>3.22 (A) (ii) - Nouns (singular/plural, common/proper)</p> <p>3.22 (A) (viii) - Time-order transition words and transitions that indicate a conclusion</p> <p>3.24 (G) - Use print and electronic resources to find and check correct spellings.</p> <p>3.25 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.</p> <p>(3.27) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>

4th Grade		
Duration	Unit	Texas Essential Knowledge and Skills (TEKS)
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>(4.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p> <p>4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(4.17) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion</p> <p>4.21 (C) (ii) - Quotation marks..</p> <p>4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to).</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>
24 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>(4.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p> <p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(4.17) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>4.20 (A) (iii) - Adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)</p> <p>4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion</p> <p>4.21 (C) (ii) - Quotation marks..</p> <p>4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to).</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>
	Unit 2: Days 19 - 24 Response Writing	<p>110.15 (D) - Make inferences about text and use textual evidence to support understanding.</p>

<p>11 lessons 4 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>4.3 (B) - Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(4.5) - Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>4.6 (B) - Describe the interaction of characters including their relationships and the changes they undergo.</p> <p>(4.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p> <p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>4.18 (A) (ii) - Include supporting sentences with simple facts, details, and explanations</p> <p>4.18 (A) (iii) - Contain a concluding statement</p> <p>4.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>4.20 (A) (iii) - Adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)</p> <p>4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion</p> <p>4.21 (C) (ii) - Quotation marks..</p> <p>4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to).</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>
<p>20 lessons 7 weeks</p>	<p>Unit 3b: Informative/ Explanatory Writing</p>	<p>(4.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p> <p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>4.18 (A) (ii) - Include supporting sentences with simple facts, details, and explanations</p> <p>4.18 (A) (iii) - Contain a concluding statement</p> <p>4.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>4.23 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.</p>

		<p>4.23 (B) - Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> <p>4.24 (A) (ii) - Data from experts, reference texts, and online searches</p> <p>4.24 (C) - Take simple notes and sort evidence into provided categories or an organizer.</p> <p>4.24 (D) - Identify the author, title, publisher, and publication year of sources.</p> <p>4.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>(4.25) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>
	<p>Unit 3b: Days 16 - 20 Response Writing</p>	<p>4.11 (A) - Summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p>4.11 (D) - Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</p> <p>4.13 (B) - Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>4.24 (A) (iii) - Visual sources of information (e.g., maps, timelines, graphs) where appropriate</p> <p>4.24 (B) - Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics).</p> <p>110.15 (D) - Make inferences about text and use textual evidence to support understanding.</p> <p>110.15 (E) - Summarize information in text, maintaining meaning and logical order.</p>
<p>14 lessons 5 weeks</p>	<p>Unit 4: Opinion Writing</p>	<p>4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>4.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to).</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>4.23 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.</p> <p>4.23 (B) - Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> <p>4.24 (A) (ii) - Data from experts, reference texts, and online searches</p> <p>4.24 (C) - Take simple notes and sort evidence into provided categories or an organizer.</p> <p>4.24 (D) - Identify the author, title, publisher, and publication year of sources.</p> <p>4.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>(4.25) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>
	<p>Unit 4: Days</p>	<p>4.3 (A) - Summarize and explain the lesson or message of a work of fiction as its theme.</p>

	<p>12 - 14 Response Writing</p>	<p>(4.4) - Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p> <p>(4.5) - Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>4.6 (A) - Sequence and summarize the plot's main events and explain their influence on future events.</p> <p>110.15 (D) - Make inferences about text and use textual evidence to support understanding.</p> <p>110.15 (E) - Summarize information in text, maintaining meaning and logical order.</p> <p>110.15 (F) - Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>
<p>13 lessons 3 weeks</p>	<p>Unit 5: Imagined Narrative Writing: Legend</p>	<p>4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>4.3 (B) - Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(4.5) - Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>4.6 (B) - Describe the interaction of characters including their relationships and the changes they undergo.</p> <p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p>4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting.</p> <p>(4.17) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion</p> <p>4.21 (C) (ii) - Quotation marks..</p> <p>4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to).</p> <p>4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>
	<p>Unit 5: Days 12 - 13 Response Writing</p>	<p>4.11 (A) - Summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p>110.15 (D) - Make inferences about text and use textual evidence to support understanding.</p> <p>110.15 (E) - Summarize information in text, maintaining meaning and logical order.</p> <p>110.15 (F) - Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>
<p>17 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p> <p>4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p>4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p>

- 4.18 (A) (ii) - Include supporting sentences with simple facts, details, and explanations
- 4.18 (A) (iii) - Contain a concluding statement
- 4.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
- 4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion
- 4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
- 4.23 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.
- 4.23 (B) - Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- 4.24 (A) (ii) - Data from experts, reference texts, and online searches
- 4.24 (C) - Take simple notes and sort evidence into provided categories or an organizer.
- 4.24 (D) - Identify the author, title, publisher, and publication year of sources.
- 4.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (4.25) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

5th Grade		
Duration	Unit	Texas Essential Knowledge and Skills (TEKS)
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing	<p>(5.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in</p> <p>5.15 (B) - Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.16 (A) (i) - A clearly defined focus, plot, and point of view</p> <p>5.16 (A) (ii) - A specific, believable setting created through the use of sensory details</p> <p>5.16 (A) (iii) - Dialogue that develops the story</p> <p>(5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.21 (B) (ii) - Proper punctuation and spacing for quotations</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p>
22 lessons 7 weeks	Unit 2: Real Narrative Writing	<p>(5.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in</p> <p>5.15 (B) - Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.16 (A) (i) - A clearly defined focus, plot, and point of view</p> <p>5.16 (A) (ii) - A specific, believable setting created through the use of sensory details</p> <p>5.16 (A) (iii) - Dialogue that develops the story</p> <p>(5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.21 (B) (ii) - Proper punctuation and spacing for quotations</p>

		<p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>110.16 (D) - Make inferences about text and use textual evidence to support understanding.</p> <p>110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>
	<p>Unit 2: Days 17 - 22 Response Writing</p>	<p>(5.4) - Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>110.16 (C) - Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>110.16 (D) - Make inferences about text and use textual evidence to support understanding.</p>
<p>13 lessons 5 weeks</p>	<p>Unit 3a: 5 Square Paragraph Writing</p>	<p>(5.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in</p> <p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.15 (D) - Edit drafts for grammar, mechanics, and spelling.</p> <p>5.16 (A) (ii) - A specific, believable setting created through the use of sensory details</p> <p>5.18 (A) (i) - Present effective introductions and concluding paragraphs</p> <p>5.18 (A) (ii) - Guide and inform the reader's understanding of key ideas and evidence</p> <p>5.18 (A) (iii) - Include specific facts, details, and examples in an appropriately organized structure</p> <p>5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>
<p>17 lessons 5 weeks</p>	<p>Unit 3b: Informative/</p>	<p>5.2 (E) - Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>

<p>Explanatory Writing</p>	<p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.18 (A) (i) - Present effective introductions and concluding paragraphs</p> <p>5.18 (A) (ii) - Guide and inform the reader's understanding of key ideas and evidence</p> <p>5.18 (A) (iii) - Include specific facts, details, and examples in an appropriately organized structure</p> <p>5.18 (A) (iv) - Use a variety of sentence structures and transitions to link paragraphs</p> <p>5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.21 (B) (ii) - Proper punctuation and spacing for quotations</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.23 (A) - Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.</p> <p>5.23 (B) - Generate a research plan for gathering relevant information about the major research question.</p> <p>5.24 (A) - Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.</p> <p>5.24 (C) - Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.</p> <p>5.24 (D) - Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.</p> <p>5.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>5.25 (A) - Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>5.26 (A) - Compiles important information from multiple sources.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>
<p>Unit 3b: Days 13 - 17 Response Writing</p>	<p>(5.10) - Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p> <p>5.11 (A) - Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.</p> <p>5.11 (B) - Determine the facts in text and verify them through established methods.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>110.16 (D) - Make inferences about text and use textual evidence to support understanding.</p>

		110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
15 lessons 5 weeks	Unit 4: Opinion Writing	<p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.21 (B) (ii) - Proper punctuation and spacing for quotations</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.23 (A) - Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.</p> <p>5.23 (B) - Generate a research plan for gathering relevant information about the major research question.</p> <p>5.24 (A) - Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.</p> <p>5.24 (C) - Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.</p> <p>5.24 (D) - Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.</p> <p>5.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>5.25 (A) - Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>5.26 (A) - Compiles important information from multiple sources.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>
	Unit 4: Days 13 - 15 Response Writing	<p>(5.10) - Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p> <p>5.11 (A) - Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.</p> <p>5.11 (B) - Determine the facts in text and verify them through established methods.</p> <p>5.12 (A) - Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>110.16 (D) - Make inferences about text and use textual evidence to support understanding.</p>

		110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
13 lessons 4 weeks	Unit 5: Imagined Narrative Writing: Historical Fiction	<p>5.2 (D) - Identify and explain the meaning of common idioms, adages, and other sayings.</p> <p>5.15 (B) - Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.15 (D) - Edit drafts for grammar, mechanics, and spelling.</p> <p>5.16 (A) (i) - A clearly defined focus, plot, and point of view</p> <p>5.16 (A) (ii) - A specific, believable setting created through the use of sensory details</p> <p>5.16 (A) (iii) - Dialogue that develops the story</p> <p>(5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p>5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.21 (B) (ii) - Proper punctuation and spacing for quotations</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.23 (B) - Generate a research plan for gathering relevant information about the major research question.</p> <p>5.24 (A) - Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.</p> <p>5.24 (C) - Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.</p> <p>5.24 (D) - Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.</p> <p>5.26 (A) - Compiles important information from multiple sources.</p> <p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>110.16 (D) - Make inferences about text and use textual evidence to support understanding.</p> <p>110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>
	Unit 5: Days 12 - 13	<p>5.3 (A) - Compare and contrast the themes or moral lessons of several works of fiction from various cultures.</p> <p>5.3 (C) - Explain the effect of a historical event or movement on the theme of a work of literature.</p>

	<p>Response Writing</p>	<p>(5.4) - Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in</p> <p>5.6 (B) - Explain the roles and functions of characters in various plots, including their relationships and conflicts.</p> <p>5.6 (C) - Explain different forms of third-person points of view in stories.</p> <p>(5.9) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>110.16 (E) - Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.</p> <p>110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>
<p>16 lessons 5 weeks</p>	<p>Unit 6: Research Writing</p>	<p>5.2 (A) - Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p>5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>5.18 (A) (i) - Present effective introductions and concluding paragraphs</p> <p>5.18 (A) (ii) - Guide and inform the reader's understanding of key ideas and evidence</p> <p>5.18 (A) (iii) - Include specific facts, details, and examples in an appropriately organized structure</p> <p>5.18 (A) (iv) - Use a variety of sentence structures and transitions to link paragraphs</p> <p>5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>5.20 (A) (viii) - Transitional words (e.g., also, therefore)</p> <p>5.22 (B) (i) - Greek Roots (e.g., tele, photo, graph, meter)</p> <p>5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations.</p> <p>5.23 (A) - Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.</p> <p>5.23 (B) - Generate a research plan for gathering relevant information about the major research question.</p> <p>5.24 (A) - Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.</p> <p>5.24 (C) - Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.</p> <p>5.24 (D) - Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.</p> <p>5.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>5.25 (A) - Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>5.26 (A) - Compiles important information from multiple sources.</p>

		<p>5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.</p> <p>5.26 (C) - Presents the findings in a consistent format.</p> <p>5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>
--	--	---