

English Now! Preparatory Expository Writing

Common Core Standards

Grades 4-5



LESSON 1 – ASKING AND ANSWERING QUESTIONS

OBJECTIVES

Listening and Speaking

- Did I listen attentively to the explanation of *asking and answering questions*?
- Did I use my Question Cue Card to ask and answer questions?

Reading

- Did I read along as the expository essay, “Like a Monkey” was being read?

Writing

- Did I reflect and write about what I did well in this lesson?
- Did I reflect and write about what I need to improve?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LESSON 2 – READING, UNDERSTANDING, AND INTERPRETING WRITING PROMPTS

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the explanation of *reading, understanding, and interpreting writing prompts*?

___ Did I use my Question Cue Card to ask and answer questions?

Reading

___ Did I read, understand, and interpret writing prompts?

___ Did I read to identify the topic and think of three ways to develop the topic?

Writing

___ Did I interpret writing prompts by writing notes about the key words?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production and Distribution of Writing

WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

LESSON 3 – CREATING AN OUTLINE

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process, essay design, and creating an outline*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the connection between Tera’s interpretation of the writing prompt and her essay?
- ___ Did I understand how Tera built her outline?

Writing

- ___ Did I create an outline for my essay?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production and Distribution of Writing

WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 4 – WRITING THE INTRODUCTORY PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from writing prompt to outline to introductory paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the introductory paragraph?
- ___ Did I understand how Tera wrote her introductory paragraph?

Writing

- ___ Did I write my introductory paragraph?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
 - WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 5 – WRITING THE FIRST SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from outline to introductory paragraph to first support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the first support paragraph?
- ___ Did I understand how Tera wrote her first support paragraph?

Writing

- ___ Did I write my first support paragraph?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
- WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 6 – WRITING THE SECOND SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from introductory paragraph to first support paragraph to second support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the second support paragraph?
- ___ Did I understand how Tera wrote her second support paragraph?

Writing

- ___ Did I write my second support paragraph?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
- WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 7 – WRITING THE THIRD SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from introductory paragraph to first support paragraph to second support paragraph to third support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the third support paragraph?
- ___ Did I understand how Tera wrote her third support paragraph?

Writing

- ___ Did I write my third support paragraph?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
- WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 8 – WRITING THE CONCLUDING PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from outline to introductory paragraph to concluding paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the concluding paragraph?
- ___ Did I understand how Tera wrote her concluding paragraph?

Writing

- ___ Did I write my concluding paragraph?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
- WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LESSON 9 – REVISING I

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *revising out-of-sequence paragraphs and sentences*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the information on out-of-sequence paragraphs and sentences?
- ___ Did I check the sequence of paragraphs and sentences in Jake’s essay?

Writing

- ___ Did I check the sequence of paragraphs and sentences in my partner’s essay?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
 - WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1a Use relative pronouns and relative adverbs.
 - L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).
- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language Standards (4-5) Continued

Knowledge of Language

KL.4.3a Choose words and phrases to convey ideas precisely.

KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.

CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

LESSON 10 – REVISING II

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *revising words, phrases, and sentences that are too simple, weak, confusing, or missing*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read the sample essay and identify what needed to be revised?

Writing

- ___ Did I revise a sample paragraph to improve word choice?
- ___ Did I check my own essay to identify words, phrases, and sentences that I need to revise?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
 - WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.4-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1a Use relative pronouns and relative adverbs.
 - L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).

Language Standards (4-5) Continued

Conventions of Standard English

- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- KL.4.3a Choose words and phrases to convey ideas precisely.
- KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.
- CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

LESSON 11 – EDITING I

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *editing to correct grammar errors and using the editing guide*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the information on editing and correcting inappropriate or incorrect verb forms?
- ___ Did I read my partner’s essay to find inappropriate or incorrect verb forms?

Writing

- ___ Did I edit my partner’s essay for inappropriate or incorrect verb forms?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
 - WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.4-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1a Use relative pronouns and relative adverbs.
 - L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).

Language Standards (4-5) Continued

Conventions of Standard English

- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- KL.4.3a Choose words and phrases to convey ideas precisely.
- KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.
- CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.w

LESSON 12 – EDITING II

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *editing to correct errors in spelling, punctuation, and capitalization*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I compare and contrast the sample rough draft with the final essay?
- ___ Did I read my partner’s essay to find errors in spelling, punctuation, and capitalization?

Writing

- ___ Did I edit my partner’s essay?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
 - WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.4-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Text Types and Purposes

- CCR.4-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1a Use relative pronouns and relative adverbs.
 - L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).

Language Standards (4-5) Continued

Conventions of Standard English

- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- KL.4.3a Choose words and phrases to convey ideas precisely.
- KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.
- CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

LESSON 13 – WRITING THE FINAL ESSAY

OBJECTIVES

Listening and Speaking

- Did I listen attentively to a presentation about writing the final essay?
- Did I seek and listen to a trusted person’s feedback about my essay?

Reading

- Did I reread my essay to find and correct errors?
- Did I read my partner’s essay and give feedback?

Writing

- Did I transfer all corrections to the final copy of my essay?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2a Introduce a topic clearly and group related information in paragraphs and sections.
- WR.4-5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- WR.4-5.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.4-5.2e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- WR.4-5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.4-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

- CCR.4-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.4-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.4-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1a Use relative pronouns and relative adverbs.
- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).
- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Language Standards (4-5) Continued

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- KL.4.3a Choose words and phrases to convey ideas precisely.
- KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.
- CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

LESSON 14 – PUBLISHING AND PRESENTING

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about *publishing and presenting*?
- ___ Did I listen courteously to others as they read their essays?
- ___ Did I respond to questions and comments intelligently and positively?

Reading

- ___ Did I read my essay aloud using proper articulation, volume, and style?

Writing

- ___ Did I write reflections about my writing?

Speaking and Listening Standards (4-5)

Comprehension and Collaboration

- SL.4-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- SL.4-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (Grades K-5)

Comprehension and Collaboration

- CCR.4-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.4-5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.4-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (4-5)

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards: Foundational Skills (4-5)

Fluency

- FL.4-5.4 Read with sufficient accuracy and fluency to support comprehension.
- FL.4-5.4a Read on-level text with purpose and understanding
- FL.4-5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (4-5)

Text Types and Purposes

- WR.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production and Distribution of Writing

- WR.4-5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.4-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.4-5.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

Language Standards (4-5)

Conventions of Standard English

- L.4-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1a Use relative pronouns and relative adverbs.
 - L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their).
- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.

Knowledge of Language

- KL.4-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - KL.4.3a Choose words and phrases to convey ideas precisely.
 - KL.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.4-5.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking.
- CCR.4-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.4-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.