

UNIT THEME

Going Places

Essential Question

What makes a place special?

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ASSESSMENT

Spotlight on Realistic Fiction



WEEK 1



Mission Accomplished! pp. T16–T85
by Ebony Joy Wilkins

Realistic Fiction

WEEKLY QUESTION How does imagination make a place seem different?

WEEK 2



Too Many Places to Hide pp. T86–T155
by Antonio Sacre

Realistic Fiction

WEEKLY QUESTION What is exciting about moving to a new place?

WEEK 3



At the Library pp. T156–T225
by Eric Braun

Informational Text

WEEKLY QUESTION What makes us want to visit a special place?

WEEK 4



Where Is Twister? pp. T226–T295
by Bonnie Lass

Realistic Fiction

WEEKLY QUESTION What is fun about exploring new places?

WEEK 5



A Visit to the Art Store pp. T296–T365
by Jerry Craft

Informational Text

WEEKLY QUESTION How can we describe special places?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T366–T397

Persuasive Text

Write an Opinion

UNIT THEME

Living Together

Essential Question

What do living things need?



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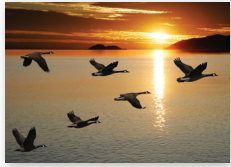


ASSESSMENT

Spotlight on Informational Text



WEEK 1



Animals on the Move pp. T16–T85
by Ron Fridell

Informational Text

WEEKLY QUESTION Why do some animals move from place to place?

WEEK 2



From Nectar to Honey pp. T86–T155
by Christine Taylor-Butler

Informational Text

WEEKLY QUESTION How do some living things make what they need?

WEEK 3

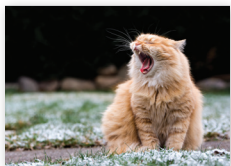


Do We Need This? pp. T156–T225
by Guadalupe V. Lopez

Fiction

WEEKLY QUESTION How do we know what we need?

WEEK 4



Open Wide! pp. T226–T295
by Ana Galán

Informational Text

WEEKLY QUESTION How do different animals eat their food?

WEEK 5



Run, Jump, and Swim pp. T296–T365
by Kimberly Feltes Taylor

Persuasive Text

WEEKLY QUESTION Why is exercise important?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T366–T397

Informational Text

Write an Informational Text

UNIT THEME

Tell Me a Story

Essential Question

Why do we like stories?

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READER



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ASSESSMENT

Spotlight on Traditional Stories



WEEK 1

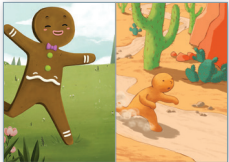


How Anansi Got His Stories pp. T16–T87
by Ibi Zoboi

Folktale

WEEKLY QUESTION What can we learn from stories?

WEEK 2



The Gingerbread Man and The Story of Cornbread Man pp. T88–T163
by Pleasant DeSpain; Joseph Bruchac

Fairy Tale

WEEKLY QUESTION How are two versions of the same story alike and different?

WEEK 3



Poetry Collection: “Duck Meets the Moon”;
“Humpty Dumpty”; “Hickory, Dickory, Dock” pp. T164–T233
by Celia Warren; Traditional Nursery Rhymes

Poetry

WEEKLY QUESTION Why do we like poems?

WEEK 4

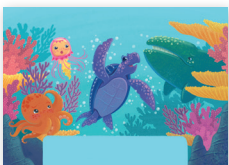


The Best Story pp. T234–T303
by Debbie O’Brien

Fiction

WEEKLY QUESTION Why do we like certain kinds of stories?

WEEK 5



Mosni Can Help pp. T304–T373
by Ruth Chan

Myth

WEEKLY QUESTION What do myths teach us about nature?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T374–T405

Persuasive Text

Write an Opinion

UNIT THEME

Then and Now

Essential Question

What can we learn from the past?

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RESEARCH



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ASSESSMENT

Spotlight on Narrative Nonfiction



WEEK 1



Cars Are Always Changing pp. T16–T85
by Gary Miller

Narrative Nonfiction

WEEKLY QUESTION Why is it important to make inventions better?

WEEK 2



Uncovering the Past pp. T86–T155
by Jennifer Torres

Narrative Nonfiction

WEEKLY QUESTION How do we learn about the past?

WEEK 3



Grandma's Phone pp. T156–T225
by Ken Mochizuki

Fiction

WEEKLY QUESTION How has communication changed over time?

WEEK 4



***Changing Laws, Changing Lives:
Martin Luther King, Jr.*** pp. T226–T295
by Eric Velasquez

Narrative Nonfiction

WEEKLY QUESTION What was life like in the past?

WEEK 5



Tempura, Tempura pp. T296–T365
by Lyn Miller-Lachmann

Fiction

WEEKLY QUESTION What can we learn from family traditions?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T366–T399

Informational Text

Write an Informational Text

UNIT THEME

Outside My Door

Essential Question

What can we learn from the weather?

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GAME



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RESEARCH



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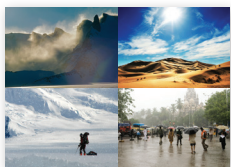


ASSESSMENT

Spotlight on Informational Text



WEEK 1



Weather Around the World pp. T16–T81
by André Ngāpō

Informational Text

WEEKLY QUESTION How have people learned to live in bad weather?

WEEK 2

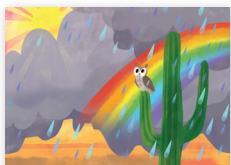


A Desert in Bloom pp. T82–T147
by Justin Scott Parr

Informational Text

WEEKLY QUESTION What helps plants live in hot climates?

WEEK 3

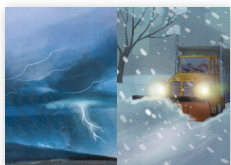


Poetry Collection: “‘Wehh-dooj’ (It’s Raining)”;
“‘Ees-aw-hah’ Ees-ae’h’ (The Sun Shining)” pp. T148–T213
by Eric Gansworth

Poetry

WEEKLY QUESTION How do we describe weather?

WEEK 4

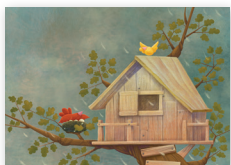


***Tornado Action Plan* and**
Blizzard Action Plan pp. T214–T285
by Jill McDougall

Informational Text

WEEKLY QUESTION How can we protect ourselves in bad weather?

WEEK 5



Who Likes Rain? pp. T286–T351
by Stephen Krensky

Drama

WEEKLY QUESTION How can rainy weather help Earth?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T352–T381

Persuasive Poem

Write an Opinion

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	FOUNDATIONAL SKILLS						
	Print Concepts						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	Phonological Awareness						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	Phonics						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
	Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
	• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
	• Short and long vowels	•	•	•	•	•	•
	• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	High-Frequency Words						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
	Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Word Structure and Knowledge						
	Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
	Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
	Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
	Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
	Learn and recognize irregular spellings of words		•	•	•	•	•
	Identify and decode compound words and contractions	•	•	•	•		
	Fluency						
	Read aloud with accuracy		•	•	•	•	•
	Read aloud with appropriate pace and expression		•	•	•	•	•
	Read aloud with prosody (stress, intonation)		•	•	•	•	•
	Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
	READING COMPREHENSION						
	Genre Characteristics						
	Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
	Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
	Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
	Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
	Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
	Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
	Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
	Identify the audience of a text					•	•
	Key Ideas and Details						
	Ask and answer questions about what is read	•	•	•	•	•	•
	Identify details to help determine key ideas and themes	•	•	•	•	•	•
	Use text evidence to support a response	•	•	•	•	•	•
	Retell and paraphrase text	•	•	•	•	•	•
	Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
	Set a purpose for reading	•	•	•	•	•	•
	Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
	Response to Sources						
	Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
	Use text or text evidence to write about what is read	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
	Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
	Comparison Across Texts						
	Compare two or more texts	•	•	•	•	•	•
	Compare two or more genres	•	•	•	•	•	•
	Compare two or more authors	•	•	•	•	•	•
	Appreciate texts across a broad range of genres	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
	Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Word Learning Strategies						
	Use picture cues and other graphics to help determine the meaning of new words	•	•				
	Recognize and learn selection vocabulary	•	•	•	•	•	•
	Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
	Learn academic language	•	•	•	•	•	•
	Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
	Academic Language						
	Learn the language of ideas used in academic discourse				•	•	•
	Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
	ANALYZE AUTHOR'S CRAFT						
	Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
	Identify and analyze an author's use of simile and metaphor			•	•	•	•
	Analyze an author's use of illustrations	•	•	•	•	•	•
	Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
	Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
	Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
	Analyze an author's use of point of view	•	•	•	•	•	•
	Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
	DEVELOP WRITER'S CRAFT						
	Introduce a topic or opinion	•	•	•	•	•	•
	Use a clear and coherent organization		•	•	•	•	•
	Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
	End with a concluding or final statement		•	•	•	•	•
	Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
	Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
	Use dialogue and description to develop situations and characters		•	•	•	•	•
	Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
	CONVENTIONS OF LANGUAGE						
	Spelling						
	Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
	Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Spelling (cont.)						
	Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
	Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
	Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
	Use knowledge of Greek and Latin roots to spell words					•	•
	Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
	Spell words with irregular plurals		•	•	•	•	
	Learn and spell high-frequency words	•	•	•	•	•	•
	Grammar and Usage						
	Learn about the parts of speech, including						
	• nouns and pronouns	•	•	•	•	•	•
	• adjectives and adverbs		•	•	•	•	•
	• prepositions and prepositional phrases	•	•	•	•	•	•
	• conjunctions, interjections, and articles		•	•	•	•	•
	Use and form irregular plurals of nouns		•	•	•	•	
	Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
	Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
	Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
	Form and use contractions			•	•		
	Use an apostrophe and form singular and plural possessives		•	•	•	•	
	Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
	Identify and use simple, compound, and complex sentences		•	•	•	•	•
	Write sentences with subject-verb agreement		•	•	•	•	•
	Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
	Capitalization and Punctuation						
	Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
	Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
	Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
	Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
	• Persuasive	•	•	•	•	•	•
	Write and produce a variety of forms of writing						
	• Letters, thank-you notes, emails		•	•	•	•	•
	• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
	• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
	• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
	Write in self-selected forms			•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
	Report on a topic or text		•	•	•	•	•
	Include media in an oral presentation or report			•	•	•	•
	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
	Paraphrase information from research sources		•	•	•	•	•
	Identify and Gather Information						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (<i>cont.</i>)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
	Identify the author's purpose and craft	•	•	•	•	•	•