

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Indiana Academic Standards								
W.K.1							10		
W.K.2	K.W.3.2. - Use words and pictures to develop a main idea and provide some information about a topic.					9			
W.K.3	K.W.3.3. - Use words and pictures to narrate a single event or simple story, arranging ideas in order.		7	10	10			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
W.K.4 (Begins in grade 3)	K.ML.2.2. - Standard begins in fifth grade.								
W.K.5	K.W.3.2. - Use words and pictures to develop a main idea and provide some information about a topic.						7		5
W.K.6	K.W.4.1b. - Use available technology to produce and publish writing.								1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
W.K.7									5
W.K.8	K.W.5.1a. - Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.								6
W.K.9 (Begins in grade 4)	K.ML.2.2. - Standard begins in fifth grade.								
Range of Writing		1	2a	2b	3a	3b	4	5	6
W.K.10 (Begins in grade 3)	K.ML.2.2. - Standard begins in fifth grade.								
Conventions of Standard English		1	2a	2b	3a	3b	4	5	6
L.K.1a	K.W.2.1. - Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		7	2	2				
L.K.1b	K.W.6.1a. - Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). K.W.6.1b. - Verbs – Writing sentences that include verbs.				10			1	
L.K.1c	K.W.6.1a. - Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).								
L.K.1d	K.SL.2.4. - Ask questions to seek help, get information, or clarify something that is not understood. K.SL.3.2. - Ask appropriate questions about what a speaker says.						10		

L.K.1e					10					
L.K.1f	K.SL.4.1. - Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.							3		6
L.K.2a	K.W.6.2a. - Capitalization – Capitalizing the first word in a sentence and the pronoun I.				3	8	9	6	2	
L.K.2b	K.W.6.2b. - Punctuation – Recognizing and naming end punctuation.				5	8	10	4	2	
L.K.2c	K.RF.4.3. - Recognize the long and short sounds for the five major vowels. K.W.6.2c. - Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	6	6	10	10				5	
L.K.2d	K.W.6.2c. - Spelling – Spelling simple words phonetically, drawing on phonemic awareness.			10					3	1
L.K.3 (Begins in grade 2)	K.ML.2.2. - Standard begins in fifth grade. K.RF.4.6. - Standard begins at first grade. K.RN.3.3. - Standard begins at second grade K.RN.4.3. - Standard begins at sixth grade. K.RV.2.1. - Standard begins at first grade. K.RV.2.3. - Standard begins at sixth grade. K.RV.2.5. - Standard begins at second grade. K.RV.3.3. - Standard begins at third grade. K.SL.2.2. - Standard begins in third grade. K.SL.4.2. - Standard begins in first grade. K.W.6.1c. - Adjectives/ Adverbs – Standard begins at second grade. K.W.6.1d. - Prepositions – Standard begins at fourth grade.									
Vocabulary Acquisition and Use		1	2a	2b	3a	3b	4	5	6	
L.K.4a										
L.K.4b	K.RF.4.5. - Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. K.RV.2.4. - Recognize frequently occurring inflections (e.g., look, looks).								1	
L.K.5a	K.RV.2.2. - Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).									
L.K.5b										
L.K.5c										
L.K.5d										
L.K.6	K.RF.1.1. - Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. K.RV.1.1. - Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. K.RV.3.1. - With support, ask and answer questions about unknown words in stories, poems, or songs. K.RV.3.2. - With support, ask and answer questions about unknown words in a nonfiction text.									

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Indiana Academic Standards							
W.1.1	1.W.3.1. - Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.					12		
W.1.2	1.W.3.2. - Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	2			13			
W.1.3	1.W.3.3. - Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)	1.ML.2.2. - Standard begins in fifth grade. 1.RN.3.3. - Standard begins at second grade 1.RN.4.3. - Standard begins at sixth grade. 1.RV.2.3. - Standard begins at sixth grade. 1.RV.2.5. - Standard begins at second grade. 1.RV.3.3. - Standard begins at third grade. 1.SL.2.2. - Standard begins in third grade. 1.W.6.1c. - Adjectives/ Adverbs – Standard begins at second grade. 1.W.6.1d. - Prepositions – Standard begins at fourth grade.							
W.1.5	1.W.1.1. - Write routinely over brief time frames and for a variety of purposes and audiences. 1.W.3.2. - Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. 1.W.4.1a. - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.			6	1	3		2
W.1.6	1.W.4.1b. - Use available technology to publish legible documents.							1
Research to Build and Present		1	2a	2b	3	4	5	6
W.1.7								6
W.1.8								8
W.1.9 (Begins in grade 4)	1.ML.2.2. - Standard begins in fifth grade. 1.RN.3.3. - Standard begins at second grade 1.RN.4.3. - Standard begins at sixth grade. 1.RV.2.3. - Standard begins at sixth grade. 1.RV.2.5. - Standard begins at second grade. 1.RV.3.3. - Standard begins at third grade. 1.SL.2.2. - Standard begins in third grade.							

	1.W.6.1c. - Adjectives/ Adverbs – Standard begins at second grade. 1.W.6.1d. - Prepositions – Standard begins at fourth grade.							
Range of Writing		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)	1.ML.2.2. - Standard begins in fifth grade. 1.RN.3.3. - Standard begins at second grade 1.RN.4.3. - Standard begins at sixth grade. 1.RV.2.3. - Standard begins at sixth grade. 1.RV.2.5. - Standard begins at second grade. 1.RV.3.3. - Standard begins at third grade. 1.SL.2.2. - Standard begins in third grade. 1.W.6.1c. - Adjectives/ Adverbs – Standard begins at second grade. 1.W.6.1d. - Prepositions – Standard begins at fourth grade.							
Conventions of Standard English		1	2a	2b	3	4	5	6
L.1.1a	1.W.2.1. - Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 1.W.2.2. - Students are expected to build upon and continue applying concepts learned previously.		5					1
L.1.1b	1.W.6.1a. - Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.			8				3
L.1.1c	1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).					2		1
L.1.1d						3		
L.1.1e	1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). 1.W.6.1b. - Verbs – Writing sentences using verbs to convey a sense of past, present, and future.					3		4
L.1.1f						6		4
L.1.1g						3		
L.1.1h								2
L.1.1i						6		
L.1.1j	1.W.6.1e. - Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.						1	3
L.1.2a	1.W.6.2a. - Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.		7	8			7	
L.1.2b			5	7		5	5	1
L.1.2c	1.W.6.2b. - Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.							4
L.1.2d	1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.		6	9			4	1

L.1.2e	1.W.6.2c. - Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	6	8	9				
Knowledge of Language		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)	1.ML.2.2. - Standard begins in fifth grade. 1.RN.3.3. - Standard begins at second grade 1.RN.4.3. - Standard begins at sixth grade. 1.RV.2.3. - Standard begins at sixth grade. 1.RV.2.5. - Standard begins at second grade. 1.RV.3.3. - Standard begins at third grade. 1.SL.2.2. - Standard begins in third grade. 1.W.6.1c. - Adjectives/ Adverbs – Standard begins at second grade. 1.W.6.1d. - Prepositions – Standard begins at fourth grade.							
Vocabulary Acquisition and Use		1	2a	2b	3	4	5	6
L.1.4a	1.RV.2.1. - Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. 1.W.6.2b. - Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.							
L.1.4b								
L.1.4c	1.RV.2.4. - Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.							
L.1.5a	1.RV.2.2. - Define and sort words into categories (e.g., antonyms, living things, synonyms).							
L.1.5b	1.RV.2.2. - Define and sort words into categories (e.g., antonyms, living things, synonyms).							
L.1.5c		2						
L.1.5d	1.RF.4.6. - Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).							4
L.1.6	1.RV.1.1. - Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.							

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Indiana Academic Standards							
W.2.1	2.W.3.1. - Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.					12		
W.2.2	2.W.3.2. - Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.			13	14			
W.2.3	2.W.3.3. - Develop topics for friendly letters, stories, poems, and other narrative purposes that –	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)	2.ML.2.2. - Standard begins in fifth grade. 2.RN.4.3. - Standard begins at sixth grade. 2.RV.2.3. - Standard begins at sixth grade. 2.RV.3.3. - Standard begins at third grade. 2.SL.2.2. - Standard begins in third grade. 2.W.6.1d. - Prepositions – Standard begins at fourth grade.							
W.2.5	2.W.3.2. - Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. 2.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.	1	1	8	10	5	4	2
W.2.6	2.W.4.1b. - Use available technology to publish legible documents.				2	2		1
Research to Build and Present		1	2	3a	3b	4	5	6
W.2.7								7
W.2.8	2.W.5.1a. - Find information on a topic of interest (e.g., cardinals). 2.W.5.1c. - Organize, summarize, and present the information, choosing from a variety of formats				12			7
W.2.9 (Begins in grade 4)	2.ML.2.2. - Standard begins in fifth grade. 2.RN.4.3. - Standard begins at sixth grade. 2.RV.2.3. - Standard begins at sixth grade. 2.RV.3.3. - Standard begins at third grade. 2.SL.2.2. - Standard begins in third grade. 2.W.6.1d. - Prepositions – Standard begins at fourth grade.							
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade 4)	2.ML.2.2. - Standard begins in fifth grade. 2.RN.4.3. - Standard begins at sixth grade. 2.RV.2.3. - Standard begins at sixth grade.							

3)	<p>2.RV.3.3. - Standard begins at third grade.</p> <p>2.SL.2.2. - Standard begins in third grade.</p> <p>2.W.6.1d. - Prepositions – Standard begins at fourth grade.</p>								
Conventions of Standard English		1	2	3a	3b	4	5	6	
L.2.1a	2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.								4
L.2.1b	2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.			5	1			4	1
L.2.1c						9			
L.2.1d	2.W.6.1b. - Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.		2					5	
L.2.1e	2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	1	1	5				6	5
L.2.1f	2.W.6.1e. - Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	1	1	7	7				
L.2.2a	2.W.6.2a. - Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.		2		7				
L.2.2b						4			
L.2.2c	<p>2.RF.4.6. - Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.</p> <p>2.W.6.1a. - Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.2b. - Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>			4		5	4		
L.2.2d	2.W.6.2c. - Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	1	1		1			2	
L.2.2e					9				1
Knowledge of Language		1	2	3a	3b	4	5	6	
L.2.3a									
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6	
L.2.4a	2.RV.2.1. - Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.								
L.2.4b									
L.2.4c	2.RV.2.4. - Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.								

L.2.4d	2.RF.4.6. - Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.								
L.2.4e	2.RN.3.1. - Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. 2.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.				3				2
L.2.5a									
L.2.5b									
L.2.6	2.RV.1.1. - Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. 2.SL.3.1. - Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.W.6.1c. - Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.								

Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Indiana Academic Standards							
W.3.1a	3.W.3.1a. - State the opinion in an introductory statement or section. 3.W.3.1b. - Support the opinion with reasons in an organized way 3.W.3.1c. - Connect opinion and reasons using words and phrases.					10		
W.3.1b	3.W.3.1a. - State the opinion in an introductory statement or section. 3.W.3.1b. - Support the opinion with reasons in an organized way 3.W.3.1c. - Connect opinion and reasons using words and phrases.					6		
W.3.1c	3.W.3.1a. - State the opinion in an introductory statement or section. 3.W.3.1b. - Support the opinion with reasons in an organized way 3.W.3.1c. - Connect opinion and reasons using words and phrases.					4		
W.3.1d	3.W.3.1d. - Provide a concluding statement or section.						4	
W.3.2a	3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together. 3.W.3.2b. - Develop the topic with facts and details.			8	7			8
W.3.2b	3.W.3.2a. - State the topic, develop a main idea for the introductory paragraph, and group related information together. 3.W.3.2b. - Develop the topic with facts and details.			10	8			11
W.3.2c	3.W.3.2c. - Connect ideas within categories of information using words and phrases.			6	4			4
W.3.2d	3.W.3.2e. - Provide a concluding statement or section.			6	5			
W.3.3a	3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters). 3.W.3.3b. - Include specific descriptive details and clear event sequences. 3.W.3.3e. - Provide an ending.	1	9				6	
W.3.3b	3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters). 3.W.3.3c. - Include dialogue.	2	3	1			3	
W.3.3c	3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters). 3.W.3.3b. - Include specific descriptive details and clear event sequences. 3.W.3.3e. - Provide an ending.	1	3				1	
W.3.3d	3.W.3.3a. - Establish an introduction (e.g., situation, narrator, characters). 3.W.3.3e. - Provide an ending.	1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4	3.W.4.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.		3	1	1	5	3	8
W.3.5	3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	1	9	7	2	2	15	8
W.3.6	3.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.							1

Research to Build and Present		1	2	3a	3b	4	5	6
W.3.7	3.W.5.1e. - Present the information, choosing from a variety of formats.				1			13
W.3.8	3.W.5.1b. - Locate information in reference texts, electronic resources, or through interviews. 3.W.5.1c. - Recognize that some sources may be more reliable than others.				1			9
W.3.9 (Begins in grade 4)	3.ML.2.2. - Standard begins in fifth grade. 3.RN.4.3. - Standard begins at sixth grade. 3.RV.2.3. - Standard begins at sixth grade. 3.W.6.1d. - Prepositions – Standard begins at fourth grade.							
Range of Writing		1	2	3a	3b	4	5	6
W.3.10	3.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts. 3.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). 3.W.5.1e. - Present the information, choosing from a variety of formats.	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	1	2		1	3	4	
L.3.1b	3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).				2			5
L.3.1c	3.W.6.1a. - Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	1	1					1
L.3.1d	3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.				1		1	
L.3.1e	3.W.6.1b. - Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	1	1		1		1	
L.3.1f		1	1	1				
L.3.1g	3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.							
L.3.1h	3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	1	2	1	1		1	
L.3.1i	3.W.6.1e. - Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	1	1	1	1			4

L.3.2a	3.W.6.2a. - Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.					2	3	3	
L.3.2b	3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).								
L.3.2c	3.W.3.3c. - Include dialogue. 3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).		2					2	
L.3.2d	3.RF.4.6. - Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). 3.W.6.2b. - Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	1		1	1	1	1	3	
L.3.2e	3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	2	1	1	1	1			
L.3.2f	3.W.6.2c. - Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	1	1	1	2	1			
L.3.2g		1	1		1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.3.3a	3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.		2	4	6		5		
L.3.3b									
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6	
L.3.4a	3.RV.2.1. - Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.								
L.3.4b	3.RV.2.4. - Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.								
L.3.4c	3.RV.2.4. - Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.								
L.3.4d	3.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.								3
L.3.5a									
L.3.5b	3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.								
L.3.5c	3.W.6.1c. - Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.								
L.3.6	3.RV.1.1. - Build and use accurately conversational, general academic, and content-specific words and phrases.								

	3.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.							
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Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Indiana Academic Standards							
W.4.1a	4.W.3.1a. - In an introductory statement, clearly state an opinion to a particular audience. 4.W.3.1b. - Support the opinion with facts and details from various sources, including texts. 4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose. 4.W.3.1d. - Connect opinion and reasons using words and phrases.					8		
W.4.1b	4.W.3.1a. - In an introductory statement, clearly state an opinion to a particular audience. 4.W.3.1b. - Support the opinion with facts and details from various sources, including texts. 4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose. 4.W.3.1d. - Connect opinion and reasons using words and phrases.					8		
W.4.1c	4.W.3.1a. - In an introductory statement, clearly state an opinion to a particular audience. 4.W.3.1b. - Support the opinion with facts and details from various sources, including texts. 4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose. 4.W.3.1d. - Connect opinion and reasons using words and phrases.					3		
W.4.1d	4.W.3.1e. - Provide a concluding statement or section related to the position presented.					2		
W.4.2a	4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose. 4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.				6			3
W.4.2b	4.W.3.2c. - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.			4	6			13
W.4.2c	4.W.3.2d. - Connect ideas using words and phrases.			1	7			3
W.4.2d	4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases. 4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.			2	4			9
W.4.2e	4.W.3.2g. - Provide a concluding statement or section.			3	7			1
W.4.3a	4.W.3.3a. - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. 4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. 4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	2	3				4	
W.4.3b	4.W.3.3c. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	2	6	1			3	
W.4.3c	4.W.3.3b. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	1	5	2			1	
W.4.3d	4.W.3.3d. - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	2	8				5	
W.4.3e	4.W.3.3a. - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. 4.W.3.3e. - Provide an ending that follows the narrated experiences or events.	1						

Production and Distribution		1	2	3a	3b	4	5	6
W.4.4	<p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.3.1c. - Use an organizational structure to group related ideas that support the purpose.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p>	1	6		1	5	3	
W.4.5	<p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p>	1	8	7	10	6	3	7
W.4.6	<p>4.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.</p>			1				1
Research to Build and Present		1	2	3a	3b	4	5	6
W.4.7	<p>4.W.5.1a. - Identify a specific question to address (e.g., what is the history of the Indy 500?).</p> <p>4.W.5.1b. - Use organizational features of print and digital sources to efficiently to locate further information.</p> <p>4.W.5.1c. - Determine the reliability of the sources.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p>				1			6
W.4.8	<p>4.W.5.1c. - Determine the reliability of the sources.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p>				4			6
W.4.9	<p>4.RL.1.1. - Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>4.RL.2.3. - Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p> <p>4.RL.3.1. - Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p>				5	1		
W.4.9b	<p>4.W.3.2b. - Provide supporting paragraphs with topic and summary sentences.</p> <p>4.W.5.1d. - Summarize and organize information in their own words, giving credit to the source.</p>				4			3
Range of Writing		1	2	3a	3b	4	5	6
W.4.10	<p>4.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>4.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.5.1e. - Present the research information, choosing from a variety of formats.</p>		6	1	1	2	3	3

Conventions of Standard English		1	2	3a	3b	4	5	6
L.4.1a	4.W.6.1a. - Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	1	1	1				1
L.4.1b	4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).	1		1	1			1
L.4.1c	4.W.6.1b. - Verbs – Writing sentences that use the progressive verb tenses; Recognizing and correcting inappropriate shifts in verb tense; Using modal auxiliaries (e.g., can, may, must).	1	2		1	1	1	
L.4.1d			2	1			3	
L.4.1e		1	2	1		1	1	1
L.4.1f		1	2	2	2	2	2	
L.4.1g	4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.			1		1	1	
L.4.2a		1	2	1	1	1	1	1
L.4.2b		1	4	2			2	
L.4.2c	4.W.6.2b. - Punctuation – Correctly using apostrophes to form possessives and contractions; Correctly using quotation marks and commas to mark direct speech; Using a comma before a coordinating conjunction in a compound sentence.	1	2	1	1	1	2	1
L.4.2d	4.W.6.2c. - Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.	1	2	2	1	1	1	
Knowledge of Language		1	2	3a	3b	4	5	6
L.4.3a	4.W.3.2f. - Use language and vocabulary appropriate for audience and topic.	1	5	1		3	3	8
L.4.3b		1						
L.4.3c	4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases. 4.SL.2.2. - Explore ideas under discussion by drawing on readings and other information. 4.SL.2.3. - Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles. 4.SL.2.4. - 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. 4.SL.4.1. - Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace. 4.SL.4.2. - Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.							
L.4.4a	4.RV.2.1. - Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.							
L.4.4b	4.RF.4.6. - Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. 4.RV.2.4. - Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.							

L.4.4c	4.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.							
L.4.5a	4.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	3	1	2	1			
L.4.5b	4.RV.3.3. - Explain the meanings of proverbs, adages, and idioms in context.							
L.4.5c	4.RV.2.2. - Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	1	1	1				
L.4.6	4.RV.1.1. - Build and use accurately general academic and content-specific words and phrases. 4.RV.3.2. - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.					1		1

Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Indiana Academic Standards							
W.5.1a						5		
W.5.1b						10		
W.5.1c						2		
W.5.1d	5.W.3.1f. - Provide a concluding statement or section related to the position presented.					4		
W.5.2a	5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.			6	6			4
W.5.2b	5.RL.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RN.2.1. - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 5.W.3.2b. - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. 5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.			4	7	1		3
W.5.2c	5.W.3.2c. - Connect ideas within and across categories using transition words (e.g., therefore, in addition).				5			1
W.5.2d				5	3			1
W.5.2e	5.W.3.2f. - Provide a concluding statement or section related to the information or explanation presented.			3	4	2		
W.5.3a	5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). 5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. 5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.	1	2				6	
W.5.3b	5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). 5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. 5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.	2	6				3	
W.5.3c	5.W.3.3b. - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.	1	1	4			2	
W.5.3d		2	3	4				
W.5.3e	5.W.3.3a. - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). 5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. 5.W.3.3e. - Provide an ending that follows from the narrated experiences or events.	1	3				1	

Production and Distribution		1	2	3a	3b	4	5	6
W.5.4	<p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.3.2a. - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>5.W.3.3c. - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p>	1	3	4	3	2	5	4
W.5.5	<p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p>	1	8	6	4	10	6	11
W.5.6	5.W.4.1b. - Use technology to interact and collaborate with others to publish legible documents.							1
Research to Build and Present		1	2	3a	3b	4	5	6
W.5.7	<p>5.W.5.1a. - With support, formulate a research question (e.g., what were John Wooden’s greatest contributions to college basketball?).</p> <p>5.W.5.1b. - Identify and acquire information through reliable primary and secondary sources.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p>				1			7
W.5.8	<p>5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p>				4		1	9
W.5.9a	5.RL.2.3. - Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.		2				1	
W.5.9b	5.W.5.1c. - Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.		3	1	3	3		6
Range of Writing		1	2	3a	3b	4	5	6
W.5.10	<p>5.W.1.1. - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <p>5.W.5.1e. - Present the research information, choosing from a variety of sources.</p>		8	8	3	6	7	4
Conventions of Standard English		1	2	3a	3b	4	5	6
L.5.1a	5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).		5	3	1	2	1	1

L.5.1b	5.W.6.1b. - Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).		1				1	
L.5.1c		1	1	2	2	1	1	
L.5.1d	5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.			2		1		2
L.5.1e	5.W.6.1e. - Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).		1	1	1			
L.5.2a		1	1	1	1	1	2	2
L.5.2b			2	1			2	
L.5.2c	5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.						2	
L.5.2d	5.W.6.2b. - Punctuation – Applying correct usage of apostrophes and quotation marks in writing; Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.		2		2	1	1	1
L.5.2e	5.W.6.2c. - Spelling – Applying correct spelling patterns and generalizations in writing.	1	1	2	2	1	1	1
L.5.3a	5.W.4.1a. - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.	1	1		1	3	2	
L.5.3b								
L.5.4a	5.RV.2.1. - Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.							
L.5.4b	5.RF.4.6. - Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. 5.RV.2.4. - Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).							3
L.5.4c	5.RV.2.5. - Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	1			2			
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6
L.5.5a	5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. 5.RV.3.1. - Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	3	1	3				
L.5.5b	5.RV.3.3. - Analyze the meanings of proverbs, adages, and idioms in context.						1	
L.5.5c	5.RV.2.2. - Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.						1	
L.5.6	5.RV.1.1. - Build and use accurately general academic and content-specific words and phrases.			1				

5.RV.3.2. - Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5.W.3.3d. - Use precise and expressive vocabulary and figurative language for effect.

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