

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Mississippi Standards and Frameworks								
<b>W.K.1</b>	<b>W.K.1.</b> - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).						10		
<b>W.K.2</b>	<b>W.K.2.</b> - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					9			
<b>W.K.3</b>	<b>W.K.3.</b> - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		7	10	10			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
<b>W.K.4</b> (Begins in grade 3)	<b>L.K.3.</b> - (Begins in grade 2)								
<b>W.K.5</b>	<b>W.K.5.</b> - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						7		5
<b>W.K.6</b>	<b>W.K.6.</b> - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.								1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
<b>W.K.7</b>	<b>W.K.7.</b> - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).								5
<b>W.K.8</b>	<b>W.K.8.</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								6
<b>W.K.9</b> (Begins in grade 4)	<b>L.K.3.</b> - (Begins in grade 2)								
Range of Writing		1	2a	2b	3a	3b	4	5	6
<b>W.K.10</b> (Begins in grade 3)	<b>L.K.3.</b> - (Begins in grade 2)								

Conventions of Standard English		1	2a	2b	3a	3b	4	5	6
L.K.1a	L.K.1(a) - Print many upper- and lowercase letters.		7	2	2				
L.K.1b	L.K.1(b) - Use frequently occurring nouns and verbs. L.K.5(b) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				10			1	
L.K.1c	L.K.1(c) - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).								
L.K.1d	L.K.1(d) - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.3. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						10		
L.K.1e	L.K.1(e) - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).				10				
L.K.1f	L.K.1(f) - Produce and expand complete sentences in shared language activities.						3		6
L.K.2a	L.K.2(a) - Capitalize the first word in a sentence and the pronoun I.				3	8	9	6	2
L.K.2b	L.K.2(b) - Recognize and name end punctuation.				5	8	10	4	2
L.K.2c	L.K.2(c) - Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2(d) - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. RF.K.3(a) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. RF.K.3(b) - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	6	6	10	10			5	
L.K.2d	L.K.2(c) - Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2(d) - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			10				3	1
L.K.3 (Begins in grade 2)	L.K.3. - (Begins in grade 2) RL.K.8. - (Not applicable to literature) W.K.10. - (Begins in grade 3) W.K.4. - (Begins in grade 3) W.K.9. - (Begins in grade 4)								
Vocabulary Acquisition and Use		1	2a	2b	3a	3b	4	5	6
L.K.4a	L.K.4(a) - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).								
L.K.4b	L.K.4(b) - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.							1	
L.K.5a	L.K.5(a) - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.								
L.K.5b	L.K.5(b) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
L.K.5c	L.K.5(c) - Identify real-life connections between words and their use (e.g., note places at school that are colorful).								
L.K.5d	L.K.5(d) - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.								
L.K.6	L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								

RI.K.4. - With prompting and support, ask and answer questions about unknown words in a text.

RL.K.4. - Ask and answer questions about unknown words in a text.

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Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Mississippi Standards and Frameworks							
<b>W.1.1</b>	<b>W.1.1.</b> - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.					12		
<b>W.1.2</b>	<b>W.1.2.</b> - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.5.</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2			13			
<b>W.1.3</b>	<b>W.1.3.</b> - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
<b>W.1.4</b> (Begins in grade 3)	<b>L.1.3.</b> - (Begins in grade 2) <b>RL.1.8.</b> - (Not applicable to literature) <b>W.1.10.</b> - (Begins in grade 3) <b>W.1.4.</b> - (Begins in grade 3) <b>W.1.9.</b> - (Begins in grade 4)							
<b>W.1.5</b>	<b>W.1.2.</b> - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.5.</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.7.</b> - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).			6	1	3		2
<b>W.1.6</b>	<b>W.1.6.</b> - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.							1
Research to Build and Present		1	2a	2b	3	4	5	6
<b>W.1.7</b>	<b>W.1.5.</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.7.</b> - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).							6
<b>W.1.8</b>	<b>W.1.8.</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							8
<b>W.1.9</b> (Begins in grade 4)	<b>L.1.3.</b> - (Begins in grade 2) <b>RL.1.8.</b> - (Not applicable to literature) <b>W.1.10.</b> - (Begins in grade 3) <b>W.1.4.</b> - (Begins in grade 3)							

W.1.9. - (Begins in grade 4)		1	2a	2b	3	4	5	6
<b>Range of Writing</b>		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)	L.1.3. - (Begins in grade 2)							
	RL.1.8. - (Not applicable to literature)							
	W.1.10. - (Begins in grade 3)							
	W.1.4. - (Begins in grade 3)							
W.1.9. - (Begins in grade 4)								
<b>Conventions of Standard English</b>		1	2a	2b	3	4	5	6
L.1.1a	L.1.1(a) - Print all upper- and lowercase letters.		5					1
L.1.1b	L.1.1(b) - Use common, proper, and possessive nouns.			8				3
L.1.1c	L.1.1(c) - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).					2		1
L.1.1d	L.1.1(d) - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					3		
L.1.1e	L.1.1(e) - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).					3		4
L.1.1f	L.1.1(f) - Use frequently occurring adjectives.					6		4
L.1.1g	L.1.1(g) - Use frequently occurring conjunctions (e.g., and, but, or, so, because).					3		
	L.1.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).							
L.1.1h	L.1.1(h) - Use determiners (e.g., articles, demonstratives).							2
L.1.1i	L.1.1(i) - Use frequently occurring prepositions (e.g., during, beyond, toward).					6		
L.1.1j	L.1.1(j) - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.						1	3
L.1.2a	L.1.2(a) - Capitalize dates and names of people.		7	8			7	
L.1.2b	L.1.2(b) - Use end punctuation for sentences.		5	7		5	5	1
L.1.2c	L.1.2(c) - Use commas in dates and to separate single words in a series.							4
L.1.2d	L.1.2(d) - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		6	9			4	1
	L.1.2(e) - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.							
L.1.2e	L.1.2(d) - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	6	8	9				
	L.1.2(e) - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.							
<b>Knowledge of Language</b>		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)	L.1.3. - (Begins in grade 2)							
	RL.1.8. - (Not applicable to literature)							
	W.1.10. - (Begins in grade 3)							
	W.1.4. - (Begins in grade 3)							
W.1.9. - (Begins in grade 4)								

<b>Vocabulary Acquisition and Use</b>		<b>1</b>	<b>2a</b>	<b>2b</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>L.1.4a</b>	<b>L.1.4(a)</b> - Use sentence-level context as a clue to the meaning of a word or phrase. <b>RF.1.4(c)</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
<b>L.1.4b</b>	<b>L.1.4(b)</b> - Use frequently occurring affixes as a clue to the meaning of a word.							
<b>L.1.4c</b>	<b>L.1.4(c)</b> - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <b>RF.1.3(f)</b> - Read words with inflectional endings.							
<b>L.1.5a</b>	<b>L.1.5(a)</b> - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <b>L.1.5(b)</b> - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).							
<b>L.1.5b</b>	<b>L.1.5(a)</b> - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <b>L.1.5(b)</b> - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).							
<b>L.1.5c</b>	<b>L.1.5(c)</b> - Identify real-life connections between words and their use (e.g., note places at home that are cozy).	2						
<b>L.1.5d</b>	<b>L.1.5(d)</b> - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.							4
<b>L.1.6</b>	<b>L.1.1(g)</b> - Use frequently occurring conjunctions (e.g., and, but, or, so, because). <b>L.1.6.</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).							

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Mississippi Standards and Frameworks							
W.2.1	W.2.1. - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.					12		
W.2.2	W.2.2. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			13	14			
W.2.3	W.2.3. - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)	RL.2.8. - (Not applicable to literature) W.2.10. - (Begins in grade 3) W.2.4. - (Begins in grade 3) W.2.9. - (Begins in grade 4)							
W.2.5	W.2.2. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	1	1	8	10	5	4	2
W.2.6	W.2.6. - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				2	2		1
Research to Build and Present		1	2	3a	3b	4	5	6
W.2.7	W.2.7. - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).							7
W.2.8	W.2.8. - Recall information from experiences or gather information from provided sources to answer a question.				12			7
W.2.9 (Begins in grade 4)	RL.2.8. - (Not applicable to literature) W.2.10. - (Begins in grade 3) W.2.4. - (Begins in grade 3) W.2.9. - (Begins in grade 4)							
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade 3)	RL.2.8. - (Not applicable to literature) W.2.10. - (Begins in grade 3) W.2.4. - (Begins in grade 3)							

W.2.9. - (Begins in grade 4)								
<b>Conventions of Standard English</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.2.1a	L.2.1(a) - Use collective nouns (e.g., group).							4
L.2.1b	L.2.1(b) - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).			5	1		4	1
L.2.1c	L.2.1(c) - Use reflexive pronouns (e.g., myself, ourselves).					9		
L.2.1d	L.2.1(d) - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		2				5	
L.2.1e	L.2.1(e) - Use adjectives and adverbs, and choose between them depending on what is to be modified.	1	1	5			6	5
L.2.1f	L.2.1(f) - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	1	1	7	7			
L.2.2a	L.2.2(a) - Capitalize holidays, product names, and geographic names.		2		7			
L.2.2b	L.2.2(b) - Use commas in greetings and closings of letters.					4		
L.2.2c	L.2.2(c) - Use an apostrophe to form contractions and frequently occurring possessives.			4		5	4	
L.2.2d	L.2.2(d) - Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).	1	1		1		2	
L.2.2e	L.2.2(e) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				9			1
<b>Knowledge of Language</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.2.3a	L.2.3(a) - Compare formal and informal uses of English.							
<b>Vocabulary Acquisition and Use</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.2.4a	L.2.4(a) - Use sentence-level context as a clue to the meaning of a word or phrase. RF.2.4(c) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.2.4b	L.2.4(b) - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). RF.2.3(d) - Decode words with common prefixes and suffixes.							
L.2.4c	L.2.4(c) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).							
L.2.4d	L.2.4(d) - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).							
L.2.4e	L.2.4(e) - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. RI.2.5. - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.				3			2
L.2.5a	L.2.5(a) - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).							
L.2.5b	L.2.5(b) - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).							
L.2.6	L.2.1(e) - Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).							



Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Mississippi Standards and Frameworks							
<b>W.3.1a</b>	<b>W.3.1(a)</b> - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>W.3.1(b)</b> - Provide reasons that support the opinion. <b>W.3.1(c)</b> - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					10		
<b>W.3.1b</b>	<b>W.3.1(a)</b> - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>W.3.1(b)</b> - Provide reasons that support the opinion. <b>W.3.1(c)</b> - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					6		
<b>W.3.1c</b>	<b>W.3.1(a)</b> - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>W.3.1(b)</b> - Provide reasons that support the opinion. <b>W.3.1(c)</b> - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					4		
<b>W.3.1d</b>	<b>W.3.1(d)</b> - Provide a concluding statement or section.						4	
<b>W.3.2a</b>	<b>W.3.2(a)</b> - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>W.3.2(b)</b> - Develop the topic with facts, definitions, and details.			8	7			8
<b>W.3.2b</b>	<b>W.3.2(a)</b> - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>W.3.2(b)</b> - Develop the topic with facts, definitions, and details.			10	8			11
<b>W.3.2c</b>	<b>W.3.2(c)</b> - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			6	4			4
<b>W.3.2d</b>	<b>W.3.2(d)</b> - Provide a concluding statement or section.			6	5			
<b>W.3.3a</b>	<b>W.3.3(a)</b> - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.3(b)</b> - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <b>W.3.3(c)</b> - Use temporal words and phrases to signal event order. <b>W.3.3(d)</b> - Provide a sense of closure.	1	9				6	
<b>W.3.3b</b>	<b>L.3.2(c)</b> - Use commas and quotation marks in dialogue. <b>W.3.3(a)</b> - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.3(b)</b> - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	2	3	1			3	
<b>W.3.3c</b>	<b>W.3.3(a)</b> - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.3(c)</b> - Use temporal words and phrases to signal event order. <b>W.3.3(d)</b> - Provide a sense of closure.	1	3				1	
<b>W.3.3d</b>	<b>W.3.3(a)</b> - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.3(c)</b> - Use temporal words and phrases to signal event order. <b>W.3.3(d)</b> - Provide a sense of closure.	1	2				1	

Production and Distribution		1	2	3a	3b	4	5	6
<b>W.3.4</b>	<b>W.3.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.3.4.</b> - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		3	1	1	5	3	8
<b>W.3.5</b>	<b>W.3.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.3.5.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	1	9	7	2	2	15	8
<b>W.3.6</b>	<b>W.3.6.</b> - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.							1
Research to Build and Present		1	2	3a	3b	4	5	6
<b>W.3.7</b>	<b>W.3.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.3.7.</b> - Conduct short research projects that build knowledge about a topic.				1			13
<b>W.3.8</b>	<b>W.3.8.</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				1			9
<b>W.3.9</b> (Begins in grade 4)	<b>RL.3.8.</b> - (Not applicable to literature) <b>W.3.9.</b> - (Begins in grade 4)							
Range of Writing		1	2	3a	3b	4	5	6
<b>W.3.10</b>	<b>W.3.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.3.4.</b> - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>W.3.5.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>W.3.7.</b> - Conduct short research projects that build knowledge about a topic.	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
<b>L.3.1a</b>	<b>L.3.1(a)</b> - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>L.3.1(d)</b> - Form and use regular and irregular verbs.	1	2		1	3	4	
<b>L.3.1b</b>	<b>L.3.1(b)</b> - Form and use regular and irregular plural nouns.				2			5
<b>L.3.1c</b>	<b>L.3.1(c)</b> - Use abstract nouns (e.g., childhood).	1	1					1

L.3.1d	L.3.1(a) - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1(d) - Form and use regular and irregular verbs.				1		1	
L.3.1e	L.3.1(e) - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	1	1		1		1	
L.3.1f	L.3.1(f) - Ensure subject-verb and pronoun-antecedent agreement.	1	1	1				
L.3.1g	L.3.1(g) - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.5(c) - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).							
L.3.1h	L.3.1(h) - Use coordinating and subordinating conjunctions.	1	2	1	1		1	
L.3.1i	L.3.1(i) - Produce simple, compound, and complex sentences.	1	1	1	1			4
L.3.2a	L.3.2(a) - Capitalize appropriate words in titles.				2	3	3	
L.3.2b	L.3.2(b) - Use commas in addresses.							
L.3.2c	L.3.2(c) - Use commas and quotation marks in dialogue. W.3.3(b) - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		2				2	
L.3.2d	L.3.2(d) - Form and use possessives.	1		1	1	1	3	
L.3.2e	L.3.2(e) - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2(f) - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.4(b) - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). RF.3.3(a) - Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3(b) - Decode words with common Latin suffixes.	2	1	1	1	1		
L.3.2f	L.3.2(e) - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2(f) - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	1	1	1	2	1		
L.3.2g	L.3.2(g) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1	1		1	1	1	
<b>Knowledge of Language</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.3.3a	L.3.3(a) - Choose words and phrases for effect. L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		2	4	6		5	
L.3.3b	L.3.3(b) - Recognize and observe differences between the conventions of spoken and written standard English.							
<b>Vocabulary Acquisition and Use</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.3.4a	L.3.4(a) - Use sentence-level context as a clue to the meaning of a word or phrase. RF.3.4(c) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							

<b>L.3.4b</b>	<p><b>L.3.2(e)</b> - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.4(b)</b> - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>RF.3.3(a)</b> - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>RF.3.3(b)</b> - Decode words with common Latin suffixes.</p>						
<b>L.3.4c</b>	<p><b>L.3.4(c)</b> - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>						
<b>L.3.4d</b>	<p><b>L.3.4(d)</b> - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>						3
<b>L.3.5a</b>	<p><b>L.3.5(a)</b> - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>RL.3.4.</b> - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>						
<b>L.3.5b</b>	<p><b>L.3.5(b)</b> - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>						
<b>L.3.5c</b>	<p><b>L.3.1(g)</b> - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.3.5(c)</b> - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>						
<b>L.3.6</b>	<p><b>L.3.3(a)</b> - Choose words and phrases for effect.</p> <p><b>L.3.5(b)</b> - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>L.3.6.</b> - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>RI.3.4.</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>						

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Mississippi Standards and Frameworks							
<b>W.4.1a</b>	<b>W.4.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <b>W.4.1(b)</b> - Provide reasons that are supported by facts and details. <b>W.4.1(c)</b> - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).					8		
<b>W.4.1b</b>	<b>W.4.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <b>W.4.1(b)</b> - Provide reasons that are supported by facts and details. <b>W.4.1(c)</b> - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).					8		
<b>W.4.1c</b>	<b>W.4.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <b>W.4.1(b)</b> - Provide reasons that are supported by facts and details. <b>W.4.1(c)</b> - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).					3		
<b>W.4.1d</b>	<b>W.4.1(d)</b> - Provide a concluding statement or section related to the opinion presented.					2		
<b>W.4.2a</b>	<b>W.4.2(a)</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <b>W.4.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				6			3
<b>W.4.2b</b>	<b>W.4.2(a)</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <b>W.4.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			4	6			13
<b>W.4.2c</b>	<b>W.4.2(c)</b> - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			1	7			3
<b>W.4.2d</b>	<b>L.4.3(c)</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <b>L.4.6.</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). <b>W.4.2(d)</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.			2	4			9
<b>W.4.2e</b>	<b>W.4.2(e)</b> - Provide a concluding statement or section related to the information or explanation presented.			3	7			1
<b>W.4.3a</b>	<b>W.4.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	2	3				4	

	<p><b>W.4.3(b)</b> - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.4.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.4.3(e)</b> - Provide a conclusion that follows from the narrated experiences or events.</p>							
<b>W.4.3b</b>	<p><b>W.4.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.4.3(b)</b> - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	2	6	1				3
<b>W.4.3c</b>	<b>W.4.3(c)</b> - Use a variety of transitional words and phrases to manage the sequence of events.	1	5	2				1
<b>W.4.3d</b>	<b>W.4.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.	2	8					5
<b>W.4.3e</b>	<p><b>W.4.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.4.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.4.3(e)</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	1						
<b>Production and Distribution</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.4.4</b>	<p><b>W.4.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.4.2(a)</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.4.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.7.</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	1	6		1	5	3	
<b>W.4.5</b>	<p><b>W.4.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.4.5.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	1	8	7	10	6	3	7
<b>W.4.6</b>	<b>W.4.6.</b> - 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			1				1
<b>Research to Build and Present</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.4.7</b>	<p><b>W.4.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.7.</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>				1			6

	<b>W.4.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.								
<b>W.4.8</b>	<b>W.4.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>W.4.7.</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				4				6
<b>W.4.9</b>	<b>RL.4.10.</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>RL.4.2.</b> - Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>RL.4.3.</b> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <b>RL.4.5.</b> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				5	1			
<b>W.4.9b</b>	<b>W.4.9(a)</b> - Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). <b>W.4.9(b)</b> - Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").				4				3
<b>Range of Writing</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>W.4.10</b>	<b>W.4.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.4.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>W.4.5.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>W.4.7.</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		6	1	1	2	3		3
<b>Conventions of Standard English</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>L.4.1a</b>	<b>L.4.1(a)</b> - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	1	1	1					1
<b>L.4.1b</b>	<b>L.4.1(b)</b> - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	1		1	1				1
<b>L.4.1c</b>	<b>L.4.1(c)</b> - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	1	2		1	1	1		
<b>L.4.1d</b>	<b>L.4.1(d)</b> - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		2	1				3	



L.4.1e	L.4.1(e) - Form and use prepositional phrases.	1	2	1		1	1	1
L.4.1f	L.4.1(f) - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1	2	2	2	2	2	
L.4.1g	L.4.1(g) - Correctly use frequently confused words (e.g., to, too, two; there, their).			1		1	1	
L.4.2a	L.4.2(a) - Use correct capitalization.	1	2	1	1	1	1	1
L.4.2b	L.4.2(b) - Use commas and quotation marks to mark direct speech and quotations from a text.	1	4	2			2	
L.4.2c	L.4.2(c) - Use a comma before a coordinating conjunction in a compound sentence.	1	2	1	1	1	2	1
L.4.2d	L.4.2(d) - Spell grade-appropriate words correctly, consulting references as needed.	1	2	2	1	1	1	
<b>Knowledge of Language</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
L.4.3a	L.4.3(a) - Choose words and phrases to convey ideas precisely. L.4.6. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). W.4.2(d) - Use precise language and domain-specific vocabulary to inform about or explain the topic.	1	5	1		3	3	8
L.4.3b	L.4.3(b) - Choose punctuation for effect.	1						
L.4.3c	L.4.3(c) - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L.4.6. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). SL.4.1(a) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.4.1(b) - Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1(c) - 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.4.4. - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.6. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. W.4.2(d) - Use precise language and domain-specific vocabulary to inform about or explain the topic.							
L.4.4a	L.4.4(a) - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. RF.4.4(c) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.4.4b	L.4.4(b) - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).							
L.4.4c	L.4.4(c) - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.							
L.4.5a	L.4.5(a) - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	3	1	2	1			
L.4.5b	L.4.5(b) - Recognize and explain the meaning of common idioms, adages, and proverbs.							
L.4.5c	L.4.5(c) - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	1	1	1				



<p><b>L.4.6</b></p>	<p><b>L.4.3(a)</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>L.4.3(c)</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>L.4.6.</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>RI.4.4.</b> - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>W.4.2(d)</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>				1		1
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Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Mississippi Standards and Frameworks							
<b>W.5.1a</b>	<p><b>W.5.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>W.5.1(b)</b> - Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.1(c)</b> - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>					5		
<b>W.5.1b</b>	<p><b>W.5.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>W.5.1(b)</b> - Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.1(c)</b> - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>					10		
<b>W.5.1c</b>	<p><b>W.5.1(a)</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>W.5.1(b)</b> - Provide logically ordered reasons that are supported by facts and details.</p> <p><b>W.5.1(c)</b> - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>					2		
<b>W.5.1d</b>	<b>W.5.1(d)</b> - Provide a concluding statement or section related to the opinion presented.					4		
<b>W.5.2a</b>	<p><b>W.5.2(a)</b> - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>			6	6			4
<b>W.5.2b</b>	<p><b>RI.5.1.</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.1.</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>W.5.2(a)</b> - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>			4	7	1		3
<b>W.5.2c</b>	<b>W.5.2(c)</b> - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).					5		1
<b>W.5.2d</b>	<p><b>L.5.6.</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><b>W.5.2(d)</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			5	3			1
<b>W.5.2e</b>	<b>W.5.2(e)</b> - Provide a concluding statement or section related to the information or explanation presented.			3	4	2		

<b>W.5.3a</b>	<p><b>W.5.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.5.3(b)</b> - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.5.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3(e)</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	1	2				6	
<b>W.5.3b</b>	<p><b>W.5.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.5.3(b)</b> - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.5.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3(e)</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	2	6				3	
<b>W.5.3c</b>	<b>W.5.3(c)</b> - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	1	1	4			2	
<b>W.5.3d</b>	<b>W.5.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.	2	3	4				
<b>W.5.3e</b>	<p><b>W.5.3(a)</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.5.3(b)</b> - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.5.3(d)</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3(e)</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	1	3				1	
<b>Production and Distribution</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.5.4</b>	<p><b>W.5.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.5.2(a)</b> - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.5.2(b)</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.7.</b> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	1	3	4	3	2	5	4
<b>W.5.5</b>	<p><b>W.5.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	1	8	6	4	10	6	11

<b>W.5.6</b>	<b>W.5.6.</b> - 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.									1						
<b>Research to Build and Present</b>										<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.5.7</b>	<p><b>RI.5.7.</b> - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>W.5.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.7.</b> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>				1					7						
<b>W.5.8</b>	<p><b>RI.5.7.</b> - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>W.5.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.7.</b> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9(b)</b> - Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>				4			1	9							
<b>W.5.9a</b>	<p><b>RL.5.3.</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>W.5.9(a)</b> - Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>		2					1								
<b>W.5.9b</b>	<p><b>W.5.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9(b)</b> - Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>		3	1	3	3			6							
<b>Range of Writing</b>										<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>W.5.10</b>	<b>W.5.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		8	8	3	6	7	4								

	<p><b>W.5.4.</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.7.</b> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>							
<b>Conventions of Standard English</b>		<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>L.5.1a</b>	<p><b>L.5.1(a)</b> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>L.5.1(e)</b> - Use correlative conjunctions (e.g., either/or, neither/nor).</p>		5	3	1	2	1	1
<b>L.5.1b</b>	<b>L.5.1(b)</b> - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		1				1	
<b>L.5.1c</b>	<p><b>L.5.1(c)</b> - Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>L.5.1(d)</b> - Recognize and correct inappropriate shifts in verb tense.</p>	1	1	2	2	1	1	
<b>L.5.1d</b>	<p><b>L.5.1(c)</b> - Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>L.5.1(d)</b> - Recognize and correct inappropriate shifts in verb tense.</p>			2		1		2
<b>L.5.1e</b>	<p><b>L.5.1(a)</b> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>L.5.1(e)</b> - Use correlative conjunctions (e.g., either/or, neither/nor).</p>		1	1	1			
<b>L.5.2a</b>	<b>L.5.2(a)</b> - Use punctuation to separate items in a series.	1	1	1	1	1	2	2
<b>L.5.2b</b>	<b>L.5.2(b)</b> - Use a comma to separate an introductory element from the rest of the sentence.		2	1			2	
<b>L.5.2c</b>	<b>L.5.2(c)</b> - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).						2	
<b>L.5.2d</b>	<b>L.5.2(d)</b> - Use underlining, quotation marks, or italics to indicate titles of works.		2		2	1	1	1
<b>L.5.2e</b>	<b>L.5.2(e)</b> - Spell grade-appropriate words correctly, consulting references as needed.	1	1	2	2	1	1	1
<b>L.5.3a</b>	<b>L.5.3(a)</b> - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	1	1		1	3	2	
<b>L.5.3b</b>	<b>L.5.3(b)</b> - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.							
<b>L.5.4a</b>	<p><b>L.5.4(a)</b> - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>RF.5.4(c)</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>							
<b>L.5.4b</b>	<b>L.5.4(b)</b> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).							3
<b>L.5.4c</b>	<b>L.5.4(c)</b> - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	1			2			
<b>Vocabulary Acquisition and Use</b>		<b>1</b>	<b>2a</b>	<b>3a</b>	<b>3b</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>L.5.5a</b>	<p><b>L.5.5(a)</b> - Interpret figurative language, including similes and metaphors, in context.</p> <p><b>RL.5.4.</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	3	1	3				
<b>L.5.5b</b>	<b>L.5.5(b)</b> - Recognize and explain the meaning of common idioms, adages, and proverbs.						1	

<b>L.5.5c</b>	<b>L.5.5(c)</b> - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					1	
<b>L.5.6</b>	<p><b>L.5.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><b>RI.5.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>SL.5.6</b> - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>W.5.2(d)</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			1			