

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Nebraska Core Academic Content Standards								
W.K.1	LA 0.1.6.o. - Respond to text (e.g., verbally, in writing, or artistically).						10		
W.K.2	LA 0.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.					9			
W.K.3	LA 0.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.		7	10	10			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
W.K.4 (Begins in grade 3)									
W.K.5	LA 0.2.1.c. - With adult guidance, use relevant information and evidence to support ideas.						7		5
W.K.6									1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
W.K.7									5
W.K.8	LA 0.4.1.a. - With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).								6
W.K.9 (Begins in grade 4)									
Range of Writing		1	2a	2b	3a	3b	4	5	6
W.K.10 (Begins in grade 3)									
Conventions of Standard English		1	2a	2b	3a	3b	4	5	6
L.K.1a			7	2	2				
L.K.1b					10			1	
L.K.1c	LA 0.1.5.a. - Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple								
L.K.1d	LA 0.3.1.e. - Ask pertinent questions to acquire or confirm information.						10		

	LA 0.3.3.d. - Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.									
L.K.1e					10					
L.K.1f							3		6	
L.K.2a					3	8	9	6	2	
L.K.2b					5	8	10	4	2	
L.K.2c	LA 0.1.3.a. - Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	6	6	10	10				5	
L.K.2d	LA 0.1.3.a. - Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.			10					3	1
L.K.3 (Begins in grade 2)										
Vocabulary Acquisition and Use		1	2a	2b	3a	3b	4	5	6	
L.K.4a										
L.K.4b									1	
L.K.5a										
L.K.5b	LA 0.1.5.d. - Identify semantic relationships (e.g., conceptual categories) to determine word relationships.									
L.K.5c										
L.K.5d										
L.K.6	LA 0.1.5.c. - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.									

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Nebraska Core Academic Content Standards							
W.1.1						12		
W.1.2	LA 1.2.1.b. - Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.	2			13			
W.1.3	LA 1.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)								
W.1.5	LA 1.2.1.b. - Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. LA 1.2.1.f. - Provide oral descriptive feedback to other writers. LA 1.2.1.g. - Persevere in writing tasks of various length and complexity. LA 1.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.			6	1	3		2
W.1.6								1
Research to Build and Present		1	2a	2b	3	4	5	6
W.1.7								6
W.1.8	LA 1.2.1.c. - Gather and use relevant information and evidence to support ideas. LA 1.4.1.a. - Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).							8
W.1.9 (Begins in grade 4)								
Range of Writing		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)								

Conventions of Standard English		1	2a	2b	3	4	5	6
L.1.1a			5					1
L.1.1b				8				3
L.1.1c	LA 1.1.5.a. - Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).					2		1
L.1.1d						3		
L.1.1e						3		4
L.1.1f						6		4
L.1.1g						3		
L.1.1h								2
L.1.1i						6		
L.1.1j	LA 1.2.1.d. - Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.						1	3
L.1.2a			7	8			7	
L.1.2b			5	7		5	5	1
L.1.2c								4
L.1.2d	LA 1.1.3.a. - Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.		6	9			4	1
L.1.2e	LA 1.1.3.a. - Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.	6	8	9				
Knowledge of Language		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)								
Vocabulary Acquisition and Use		1	2a	2b	3	4	5	6
L.1.4a	LA 1.1.5.b. - Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.							
L.1.4b								
L.1.4c	LA 1.1.3.a. - Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text. LA 1.1.5.a. - Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).							
L.1.5a								
L.1.5b								
L.1.5c		2						
L.1.5d								4
L.1.6								

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Nebraska Core Academic Content Standards							
W.2.1						12		
W.2.2	LA 2.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.			13	14			
W.2.3	LA 2.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)	- Mastered in Grade 1 and blended with other skills at this grade level.							
W.2.5	LA 2.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. LA 2.2.1.e. - Revise to improve and clarify writing through self-monitoring strategies and feedback from others. LA 2.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	1	1	8	10	5	4	2
W.2.6					2	2		1
Research to Build and Present		1	2	3a	3b	4	5	6
W.2.7								7
W.2.8	LA 2.2.1.c. - Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.				12			7
W.2.9 (Begins in grade 4)	- Mastered in Grade 1 and blended with other skills at this grade level.							
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade 3)	- Mastered in Grade 1 and blended with other skills at this grade level.							
Conventions of Standard English		1	2	3a	3b	4	5	6
L.2.1a								4
L.2.1b				5	1		4	1

L.2.1c						9		
L.2.1d			2				5	
L.2.1e		1	1	5			6	5
L.2.1f	LA 2.2.1.d. - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	1	1	7	7			
L.2.2a			2		7			
L.2.2b						4		
L.2.2c	LA 2.1.3.b. - Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation). LA 2.1.5.a. - Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).			4		5	4	
L.2.2d	LA 2.1.3.a. - Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.	1	1		1		2	
L.2.2e					9			1
Knowledge of Language		1	2	3a	3b	4	5	6
L.2.3a	LA 2.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.							
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.2.4a	LA 2.1.5.b. - Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.							
L.2.4b	LA 2.1.3.b. - Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).							
L.2.4c								
L.2.4d	LA 2.1.5.a. - Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).							
L.2.4e	LA 2.1.5.e. - Locate words and determine meaning using reference materials.				3			2
L.2.5a								
L.2.5b								
L.2.6								

Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Nebraska Core Academic Content Standards							
W.3.1a						10		
W.3.1b						6		
W.3.1c						4		
W.3.1d							4	
W.3.2a	LA 3.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.			8	7			8
W.3.2b	LA 3.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.			10	8			11
W.3.2c				6	4			4
W.3.2d				6	5			
W.3.3a	LA 3.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1	9				6	
W.3.3b		2	3	1			3	
W.3.3c	LA 3.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1	3				1	
W.3.3d	LA 3.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4	LA 3.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.		3	1	1	5	3	8
W.3.5	LA 3.2.1.a. - Use prewriting activities and inquiry tools to generate ideas and organize information. LA 3.2.1.e. - Revise to improve and clarify writing through self-monitoring strategies and feedback from others. LA 3.2.1.g. - Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. LA 3.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	1	9	7	2	2	15	8
W.3.6								1
Research to Build and Present		1	2	3a	3b	4	5	6
W.3.7	LA 3.2.2.c. - Conduct and publish research to answer questions or solve problems using multiple resources to support				1			13
W.3.8	LA 3.2.1.c. - Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.				1			9
W.3.9 (Begins in grade 4)	- Mastered in Grade 1 and blended with other skills at this grade level.							

Range of Writing		1	2	3a	3b	4	5	6
W.3.10	<p>LA 3.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 3.2.2.c. - Conduct and publish research to answer questions or solve problems using multiple resources to support theses.</p>	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	<p>LA 3.1.5.a. - Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).</p> <p>LA 3.2.1.d. - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p>	1	2		1	3	4	
L.3.1b	LA 3.1.5.a. - Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).				2			5
L.3.1c		1	1					1
L.3.1d					1		1	
L.3.1e		1	1		1		1	
L.3.1f		1	1	1				
L.3.1g								
L.3.1h		1	2	1	1		1	
L.3.1i	LA 3.2.1.d. - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	1	1	1	1			4
L.3.2a					2	3	3	
L.3.2b								
L.3.2c			2				2	
L.3.2d	LA 3.1.5.a. - Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	1		1	1	1	3	
L.3.2e	<p>LA 3.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.</p> <p>LA 3.1.3.b. - Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).</p>	2	1	1	1	1		
L.3.2f	LA 3.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	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	<p>LA 3.2.1.a. - Use prewriting activities and inquiry tools to generate ideas and organize information.</p> <p>LA 3.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 3.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p>LA 3.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>		2	4	6		5	
L.3.3b								

Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.3.4a	LA 3.1.5.b. - Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.							
L.3.4b	LA 3.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text. LA 3.1.3.b. - Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation). LA 3.1.5.a. - Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).							
L.3.4c	LA 3.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text. LA 3.1.5.a. - Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).							
L.3.4d	LA 3.1.5.e. - Locate words and determine meaning using reference materials.							3
L.3.5a								
L.3.5b								
L.3.5c								
L.3.6	LA 3.1.5.c. - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. LA 3.2.1.a. - Use prewriting activities and inquiry tools to generate ideas and organize information. LA 3.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes. LA 3.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. LA 3.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.							

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Nebraska Core Academic Content Standards							
W.4.1a	LA 4.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.					8		
W.4.1b						8		
W.4.1c						3		
W.4.1d						2		
W.4.2a	LA 4.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. LA 4.2.1.d. - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.				6			3
W.4.2b	LA 4.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.			4	6			13
W.4.2c				1	7			3
W.4.2d	LA 4.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 4.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes.			2	4			9
W.4.2e				3	7			1
W.4.3a	LA 4.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	2	3				4	
W.4.3b		2	6	1			3	
W.4.3c		1	5	2			1	
W.4.3d		2	8				5	
W.4.3e	LA 4.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1						
Production and Distribution		1	2	3a	3b	4	5	6
W.4.4	LA 4.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. LA 4.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. LA 4.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	1	6		1	5	3	
W.4.5	LA 4.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 4.2.1.e. - Revise to improve and clarify writing through self-monitoring strategies and feedback from others. LA 4.2.1.g. - Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	1	8	7	10	6	3	7

	LA 4.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).								
W.4.6				1					1
Research to Build and Present		1	2	3a	3b	4	5	6	
W.4.7	LA 4.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.				1				6
W.4.8	LA 4.2.1.c. - Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. LA 4.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.				4				6
W.4.9	LA 4.1.6.b. - Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).				5	1			
W.4.9b	LA 4.2.2.b. - Provide evidence from literary or informational text to support analysis, reflection, and research.				4				3
Range of Writing		1	2	3a	3b	4	5	6	
W.4.10	LA 4.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. LA 4.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.		6	1	1	2	3		3
Conventions of Standard English		1	2	3a	3b	4	5	6	
L.4.1a		1	1	1					1
L.4.1b		1		1	1				1
L.4.1c		1	2		1	1	1		
L.4.1d			2	1				3	
L.4.1e		1	2	1		1	1	1	
L.4.1f	LA 4.2.1.d. - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	1	2	2	2	2	2		
L.4.1g	LA 4.1.5.d. - Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.			1		1	1		
L.4.2a		1	2	1	1	1	1	1	
L.4.2b		1	4	2				2	
L.4.2c		1	2	1	1	1	2	1	
L.4.2d	LA 4.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.	1	2	2	1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.4.3a	LA 4.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 4.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes.	1	5	1		3	3		8

	<p>LA 4.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p>LA 4.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p>							
L.4.3b		1						
L.4.3c	<p>LA 4.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p>LA 4.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p> <p>LA 4.3.1.d. - Convey a perspective with clear reasoning and support.</p> <p>LA 4.3.1.e. - Ask pertinent questions to acquire or confirm information.</p> <p>LA 4.3.2.a. - Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.</p> <p>LA 4.3.3.c. - Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.</p> <p>LA 4.3.3.d. - Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.</p> <p>LA 4.3.3.e. - Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>							
L.4.4a	LA 4.1.5.b. - Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.							
L.4.4b	<p>LA 4.1.3.a. - Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.</p> <p>LA 4.1.5.a. - Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).</p>							
L.4.4c	LA 4.1.5.e. - Determine meaning using reference materials.							
L.4.5a	LA 4.1.6.c. - Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	3	1	2	1			
L.4.5b	LA 4.1.6.c. - Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).							
L.4.5c	LA 4.1.5.d. - Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	1	1	1				
L.4.6	<p>LA 4.1.5.c. - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>LA 4.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.</p> <p>LA 4.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 4.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>					1	1	

LA 4.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

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Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Nebraska Core Academic Content Standards							
W.5.1a	LA 5.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.					5		
W.5.1b						10		
W.5.1c						2		
W.5.1d						4		
W.5.2a	LA 5.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.			6	6			4
W.5.2b	LA 5.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.			4	7	1		3
W.5.2c					5			1
W.5.2d	LA 5.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 5.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes.			5	3			1
W.5.2e				3	4	2		
W.5.3a	LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1	2				6	
W.5.3b	LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	2	6				3	
W.5.3c		1	1	4			2	
W.5.3d		2	3	4				
W.5.3e	LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	1	3				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.5.4	LA 5.2.1.b. - Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. LA 5.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	1	3	4	3	2	5	4
W.5.5	LA 5.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 5.2.1.e. - Revise to improve and clarify writing through self-monitoring strategies and feedback from others. LA 5.2.1.g. - Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	1	8	6	4	10	6	11

	<p>LA 5.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p>LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>								
W.5.6									1
Research to Build and Present		1	2	3a	3b	4	5	6	
W.5.7	LA 5.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.				1				7
W.5.8	<p>LA 5.2.1.c. - Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.</p> <p>LA 5.2.2.b. - Provide evidence from literary or informational text to support analysis, reflection, and research.</p> <p>LA 5.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p>				4		1	9	
W.5.9a	<p>LA 5.1.6.d. - Summarize and analyze a literary text and/or media, using key details to explain the theme.</p> <p>LA 5.1.6.i. - Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.</p> <p>LA 5.1.6.o. - Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).</p>		2				1		
W.5.9b	LA 5.2.2.b. - Provide evidence from literary or informational text to support analysis, reflection, and research.		3	1	3	3			6
Range of Writing		1	2	3a	3b	4	5	6	
W.5.10	<p>LA 5.2.2.a. - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 5.2.2.c. - Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p>		8	8	3	6	7	4	
Conventions of Standard English		1	2	3a	3b	4	5	6	
L.5.1a			5	3	1	2	1	1	
L.5.1b			1				1		
L.5.1c		1	1	2	2	1	1		
L.5.1d	LA 5.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).			2		1		2	
L.5.1e			1	1	1				
L.5.2a		1	1	1	1	1	2	2	
L.5.2b			2	1			2		
L.5.2c							2		
L.5.2d			2		2	1	1	1	
L.5.2e	LA 5.1.3.a. - Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	1	1	2	2	1	1	1	

L.5.3a	LA 5.2.1.h. - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	1	1		1	3	2	
L.5.3b								
L.5.4a	LA 5.1.5.b. - Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.							
L.5.4b	LA 5.1.3.a. - Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text. LA 5.1.5.a. - Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).							3
L.5.4c	LA 5.1.5.e. - Determine meaning using reference materials.	1			2			
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6
L.5.5a	LA 5.1.6.c. - Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	3	1	3				
L.5.5b	LA 5.1.6.c. - Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).						1	
L.5.5c	LA 5.1.5.d. - Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.						1	
L.5.6	LA 5.1.5.c. - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. LA 5.2.1.a. - Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. LA 5.2.2.d. - Use precise word choice and domain-specific vocabulary to write in a variety of modes. LA 5.3.1.a. - Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. LA 5.3.1.b. - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.			1				