

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Oklahoma Academic Standards								
W.K.1							10		
W.K.2	K.W.2:1. - Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.					9			
W.K.3	K.W.2:1. - Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.		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							7		5
W.K.6									1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
W.K.7	K.W.1:3. - Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent.								5
W.K.8									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	K.W.3:6.b. - Begin using upper and lower case letters.		7	2	2				
L.K.1b	K.W.3:1. - Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives.				10			1	
L.K.1c									
L.K.1d							10		
L.K.1e					10				

L.K.1f	K.OL.2:1. - Share information and ideas speaking in clear, complete, coherent sentences. K.W.3:4. - Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.							3		6
L.K.2a	K.W.3:2.a. - Capitalize the first word of a sentence.				3	8	9	6	2	
L.K.2b	K.W.3:3. - Punctuation: Begin to use correct terminal (ending) punctuation.				5	8	10	4	2	
L.K.2c	K.W.3:5.a. - Understand that letters have different sounds. K.W.3:5.b. - Understand and record some beginning and ending sounds in words. K.W.3:5.c. - Generates inventive spelling representing initial and ending sounds.	6	6	10	10			5		
L.K.2d	K.W.3:5.a. - Understand that letters have different sounds. K.W.3:5.b. - Understand and record some beginning and ending sounds in words. K.W.3:5.c. - Generates inventive spelling representing initial and ending sounds.			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										
L.K.5c										
L.K.5d										
L.K.6	K.R.4:1. - Increase personal vocabulary by listening to a variety of text and literature.									

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Oklahoma Academic Standards							
W.1.1						12		
W.1.2	1.W.1:3.b. - Apply details to support the main idea.	2			13			
W.1.3	1.W.2:2. - Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)								
W.1.5	1.W.1:1. - Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters. 1.W.1:3.b. - Apply details to support the main idea. 1.W.1:5. - Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination. 1.W.2:2. - Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.			6	1	3		2
W.1.6								1
Research to Build and Present		1	2a	2b	3	4	5	6
W.1.7	1.W.1:1. - Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters.							6
W.1.8								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	1.W.3:7.a. - Print legibly and space letters, words, and sentences appropriately.		5					1
L.1.1b	1.R.3:2. - Structural Analysis			8				3

	1.W.3:1.c. - Common and proper nouns 1.W.3:2.b. - Capitalize all proper nouns (John, Sally).										
L.1.1c	1.W.3:1.b. - Singular and plural nouns								2		1
L.1.1d	1.W.3:1.e. - Nominative and possessive pronouns								3		
L.1.1e	1.W.3:1.f. - Present and past tense verbs								3		4
L.1.1f	1.W.3:1.h. - Adjectives								6		4
L.1.1g									3		
L.1.1h											2
L.1.1i									6		
L.1.1j	1.W.3:5. - Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.									1	3
L.1.2a	1.W.3:2.d. - Capitalize months and days of the weeks (December, Monday).			7	8					7	
L.1.2b	1.W.3:3.a. - Correctly use terminal (end) punctuation.			5	7					5	5
L.1.2c											4
L.1.2d	1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time).			6	9					4	1
L.1.2e	1.W.3:6.a. - Spell correctly frequently used grade-level-appropriate sight words. 1.W.3:6.b. - Spell short vowel words using the cvc pattern (Example: it-hit, an-man). 1.W.3:6.c. - Spell long vowel words using the cvce pattern (Example: lake, bone, time).			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											
L.1.4b											
L.1.4c	1.R.3:2. - Structural Analysis										
L.1.5a	1.R.4:4. - Classify categories of words.										
L.1.5b	1.R.4:4. - Classify categories of words.										
L.1.5c	1.R.4:2. - Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.			2							
L.1.5d											4
L.1.6	1.R.4:3. - Use new vocabulary and language in own speech and writing.										

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Oklahoma Academic Standards							
W.2.1						12		
W.2.2	2.W.2:2.c. - Use details to support the main idea.			13	14			
W.2.3	2.W.2:2.a. - Present a logical sequence of events. 2.W.2:2.b. - Develop a main idea. 2.W.2:2.c. - Use details to support the main idea.	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)								
W.2.5	2.W.1:2. - Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product. 2.W.1:4. - Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.	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					12			7
W.2.9 (Begins in grade 4)								
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade 3)								
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	2.W.3:1.h. - Adjectives	1	1	5			6	5
L.2.1f	2.W.3:4.b. - Write sentences using a noun, verb, and details.	1	1	7	7			
L.2.2a			2		7			
L.2.2b						4		
L.2.2c	2.R.2:2.a. - Build and understand compound words, contractions, and base words using prefixes and suffixes. 2.W.3:1.i. - Contractions (e.g., I'm, You're) 2.W.3:3.c. - Use apostrophes correctly in contractions.			4		5	4	
L.2.2d	2.W.3:5.a. - Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns. 2.W.3:5.b. - Spell frequently used words with irregular spelling patterns. 2.W.3:5.c. - Spell prefixes and suffixes correctly. 2.W.3:5.d. - Recognize the use of homophones/homonyms in spelling.	1	1		1		2	
L.2.2e					9			1
Knowledge of Language		1	2	3a	3b	4	5	6
L.2.3a								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.2.4a								
L.2.4b	2.R.2:2.a. - Build and understand compound words, contractions, and base words using prefixes and suffixes. 2.R.3:3. - Affixes							
L.2.4c	2.R.2:2.a. - Build and understand compound words, contractions, and base words using prefixes and suffixes.							
L.2.4d	2.R.2:2.a. - Build and understand compound words, contractions, and base words using prefixes and suffixes.							
L.2.4e	2.R.7:1.a. - Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas. 2.R.7:1.c. - Use guide words to locate words in dictionaries and topics in encyclopedias. 2.R.7:1.d. - Use title page, table of contents, glossary, and index to locate information.				3			2
L.2.5a								
L.2.5b								
L.2.6	2.OL.2:2. - Provide descriptions using correct sequence of events and details. 2.W.3:1.h. - Adjectives							

Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Oklahoma Academic Standards							
W.3.1a	3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.					10		
W.3.1b	3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.					6		
W.3.1c	3.W.2:1. - Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.					4		
W.3.1d							4	
W.3.2a				8	7			8
W.3.2b	3.W.2:3.b. - Use details to support the main idea. 3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.			10	8			11
W.3.2c				6	4			4
W.3.2d				6	5			
W.3.3a	3.W.1:3. - Compose coherent first drafts with clear focus of beginning, middle, and ending. 3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs. 3.W.2:3.c. - Have a clear beginning, middle, and ending. 3.W.2:7.a. - Provide a context within which an action occurs. 3.W.2:7.b. - Include details that develop the plot. 3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.	1	9				6	
W.3.3b		2	3	1			3	
W.3.3c	3.W.1:3. - Compose coherent first drafts with clear focus of beginning, middle, and ending. 3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs. 3.W.2:3.c. - Have a clear beginning, middle, and ending. 3.W.2:7.a. - Provide a context within which an action occurs. 3.W.2:7.b. - Include details that develop the plot. 3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.	1	3				1	
W.3.3d	3.W.2:2. - Write simple narrative, descriptive, persuasive, and creative paragraphs. 3.W.2:7.a. - Provide a context within which an action occurs. 3.W.2:7.b. - Include details that develop the plot. 3.W.2:7.c. - Provide a clear beginning, middle, and end that includes details that develop around a central idea.	1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4			3	1	1	5	3	8
W.3.5	3.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.	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	3.OL.3.2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report. 3.R.6:2.a. - Begin the research process by selecting a topic, formulating questions, and identifying key words.				1			13
W.3.8	3.OL.3.2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report. 3.R.6:2.b. - Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).				1			9
W.3.9 (Begins in grade 4)								
Range of Writing		1	2	3a	3b	4	5	6
W.3.10	3.OL.3.2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting. 3.W.3:1.b. - Common and proper nouns 3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs 3.W.3:1.h. - Positive, comparative, and superlative adjectives 3.W.3:1.i. - Time, place, and manner adverbs	1	2		1	3	4	
L.3.1b					2			5
L.3.1c		1	1					1
L.3.1d	3.W.2:8. - Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting. 3.W.3:1.e. - Regular, irregular, and helping (auxiliary) verbs				1		1	
L.3.1e	3.W.3:1.d. - Present, past, and future tense verbs	1	1		1		1	
L.3.1f	3.W.3:1.g. - Subject-verb agreement	1	1	1				
L.3.1g	3.W.3:1.h. - Positive, comparative, and superlative adjectives							
L.3.1h	3.W.3:1.j. - Coordinating conjunctions	1	2	1	1		1	
L.3.1i	3.W.3:4.a. - Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation. 3.W.3:4.b. - Begin to use simple, compound, and complex sentences appropriately in writing.	1	1	1	1			4
L.3.2a					2	3	3	
L.3.2b								
L.3.2c			2				2	
L.3.2d	3.W.3:1.a. - Singular, plural, and possessive forms of nouns 3.W.3:3.d. - Apostrophes in contractions and possessives	1		1	1	1	3	

L.3.2e	<p>3.R.1:2. - Structural Analysis</p> <p>3.R.2:2. - Affixes</p> <p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p>	2	1	1	1	1		
L.3.2f	<p>3.W.3:5.a. - Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).</p> <p>3.W.3:5.b. - Spell phonetically regular multisyllabic words, contractions, and compounds.</p> <p>3.W.3:5.c. - Increase the number of high frequency words spelled correctly.</p> <p>3.W.3:5.d. - Spell words ending in -tion and -sion correctly.</p>	1	1	1	2	1		
L.3.2g	3.W.3:5.e. - Use various sources of materials to check and correct spelling.	1	1		1	1	1	
Knowledge of Language		1	2	3a	3b	4	5	6
L.3.3a	3.OL.2:5. - Use clear and specific vocabulary to communicate ideas and establish the tone of the message.		2	4	6		5	
L.3.3b								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.3.4a	3.R.2:1. - Words in Context							
L.3.4b	<p>3.R.1:2. - Structural Analysis</p> <p>3.R.2:2. - Affixes</p>							
L.3.4c	<p>3.R.1:2. - Structural Analysis</p> <p>3.R.2:2. - Affixes</p>							
L.3.4d	<p>3.R.2:4. - Using Resource Materials</p> <p>3.R.6:1.b. - Use guide words to locate words in dictionaries and topics in encyclopedias.</p> <p>3.R.6:1.d. - Use the title page, table of contents, glossary, chapter headings, and index to locate information.</p>							3
L.3.5a								
L.3.5b								
L.3.5c	3.W.3:1.h. - Positive, comparative, and superlative adjectives							
L.3.6	3.OL.2:5. - Use clear and specific vocabulary to communicate ideas and establish the tone of the message.							

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Oklahoma Academic Standards							
W.4.1a	4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.					8		
W.4.1b	4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.					8		
W.4.1c	4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.					3		
W.4.1d						2		
W.4.2a					6			3
W.4.2b	4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus. 4.W.2:5.e. - Provide details and transitions to link paragraphs.			4	6			13
W.4.2c				1	7			3
W.4.2d				2	4			9
W.4.2e				3	7			1
W.4.3a	4.W.1:2. - Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending. 4.W.1:3. - Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions. 4.W.2:2.a. - Have topic sentences. 4.W.2:2.b. - Use concrete sensory supporting details. 4.W.2:2.c. - Provide a context to allow the reader to imagine the event. 4.W.2:2.d. - Support a logical conclusion. 4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.	2	3				4	
W.4.3b		2	6	1				3
W.4.3c	4.W.2:5.e. - Provide details and transitions to link paragraphs.	1	5	2				1
W.4.3d	4.W.2:2.b. - Use concrete sensory supporting details.	2	8					5
W.4.3e	4.W.2:2.a. - Have topic sentences. 4.W.2:2.b. - Use concrete sensory supporting details. 4.W.2:2.c. - Provide a context to allow the reader to imagine the event. 4.W.2:2.d. - Support a logical conclusion. 4.W.2:5.f. - Conclude with a paragraph that summarizes the points.	1						
Production and Distribution		1	2	3a	3b	4	5	6
W.4.4	4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report. 4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations. 4.W.1:4. - Select a focus and an organizational structure based upon purpose, audience, and required format.	1	6		1	5	3	

	<p>4.W.2:1. - Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and</p> <p>4.W.2:2.a. - Have topic sentences.</p> <p>4.W.2:2.b. - Use concrete sensory supporting details.</p> <p>4.W.2:2.c. - Provide a context to allow the reader to imagine the event.</p> <p>4.W.2:2.d. - Support a logical conclusion.</p> <p>4.W.2:5.a. - Provide an introductory paragraph that asks a central question about an idea or issue.</p> <p>4.W.2:5.b. - Establish and support a central theme or idea with a topic sentence.</p> <p>4.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations for focus.</p> <p>4.W.2:5.d. - Present important ideas and events in sequence, chronological order, or order of importance.</p> <p>4.W.2:5.e. - Provide details and transitions to link paragraphs.</p> <p>4.W.2:5.f. - Conclude with a paragraph that summarizes the points.</p> <p>4.W.2:5.g. - Use correct indentation at the beginning of paragraphs and to indicate dialogue.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p>								
W.4.5	<p>4.W.1:1. - Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.</p> <p>4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p>	1	8	7	10	6	3	7	
W.4.6				1					1
Research to Build and Present		1	2	3a	3b	4	5	6	
W.4.7	<p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p> <p>4.R.5:1.b. - Identify key words to be used in searching for resources and information.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p>				1				6
W.4.8	<p>4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.</p> <p>4.R.5:1.c. - Cite information sources appropriately.</p> <p>4.R.5:2.a. - Identify a research question and appropriate sources to answer that question.</p> <p>4.R.5:2.b. - Take notes to paraphrase or summarize information.</p> <p>4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.</p> <p>4.W.2:5.h. - Use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.</p>				4				6
W.4.9	<p>4.R.3:2.c. - Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).</p> <p>4.R.4:1.a. - Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).</p> <p>4.R.4:2.d. - Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.</p>				5	1			
W.4.9b	4.W.2:6.b. - Support judgments by referring to both the text and prior knowledge.				4				3

	4.W.2:7. - Write summaries based upon the main idea of a reading selection and its most significant details.								
Range of Writing		1	2	3a	3b	4	5	6	
W.4.10	4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report. 4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations. 4.W.1:6. - Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		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	4.W.3:1.h. - Positive, comparative, and superlative adjectives 4.W.3:4.b. - Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.		2	1				3	
L.4.1e	4.W.3:1.m. - Prepositional and participial phrases 4.W.3:4.b. - Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.	1	2	1		1	1	1	
L.4.1f	4.W.3:4.c. - Correct sentence fragments and run-ons. 4.W.3:4.d. - Create sentences with understood subject.	1	2	2	2	2	2		
L.4.1g	4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones			1		1	1		
L.4.2a	4.W.3:2.a. - Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations. 4.W.3:2.b. - Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.	1	2	1	1	1	1	1	
L.4.2b	4.W.3:3.b. - Quotation marks	1	4	2			2		
L.4.2c		1	2	1	1	1	2	1	
L.4.2d	4.W.3:5.a. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-). 4.W.3:5.b. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're). 4.W.3:5.c. - Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse). 4.W.3:5.d. - Use word reference materials including glossary, dictionary, and technology to check correct spelling.	1	2	2	1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.4.3a	4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage). 4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact.	1	5	1		3	3	8	

	4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.								
L.4.3b		1							
L.4.3c	4.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report. 4.R.5:2.d. - Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.								
L.4.4a	4.R.1:1. - Words in Context								
L.4.4b	4.R.1:2.b. - Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).								
L.4.4c	4.R.1:4.a. - Use a thesaurus to determine related words and concepts. 4.R.1:4.b. - Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary. 4.R.5:1.a. - Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.								
L.4.5a	4.R.4:3.b. - Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.	3	1	2	1				
L.4.5b	4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones								
L.4.5c	4.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones	1	1	1					
L.4.6	4.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage). 4.OL.2:5. - Engage the audience with appropriate words, facial expressions, gestures, and eye contact. 4.W.2:3. - Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.					1		1	

Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Oklahoma Academic Standards							
W.5.1a	5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.					5		
W.5.1b	5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.					10		
W.5.1c	5.W.2:1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.					2		
W.5.1d						4		
W.5.2a				6	6			4
W.5.2b	5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic. 5.W.2:5.c. - Include supporting paragraphs with simple facts, details, and explanations. 5.W.2:5.e. - Provide details and transitions to link paragraphs. 5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea. 5.W.2:8.b. - Support a position with relevant evidence and effective emotional appeals in order to persuade.			4	7	1		3
W.5.2c					5			1
W.5.2d				5	3			1
W.5.2e				3	4	2		
W.5.3a	5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion). 5.W.1:3. - Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions. 5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. 5.W.2:5.d. - Present important ideas and events in sequence or in chronological order.	1	2				6	
W.5.3b	5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	2	6				3	
W.5.3c	5.W.1:4.b. - Blend paragraphs with effective transitions into longer compositions. 5.W.2:5.e. - Provide details and transitions to link paragraphs.	1	1	4			2	
W.5.3d		2	3	4				
W.5.3e	5.W.1:2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion). 5.W.2:2. - Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. 5.W.2:5.f. - Conclude with a paragraph that summarizes the points.	1	3				1	

Production and Distribution		1	2	3a	3b	4	5	6
W.5.4	<p>5.OL.3.2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>5.W.1.2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.2.1. - Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.</p> <p>5.W.2.5.a. - Provide an introductory paragraph.</p> <p>5.W.2.5.b. - Establish and support a central theme or idea with a thesis statement.</p> <p>5.W.2.5.c. - Include supporting paragraphs with simple facts, details, and explanations.</p> <p>5.W.2.5.d. - Present important ideas and events in sequence or in chronological order.</p> <p>5.W.2.5.e. - Provide details and transitions to link paragraphs.</p> <p>5.W.2.5.f. - Conclude with a paragraph that summarizes the points.</p> <p>5.W.2.5.g. - Use correct indentation at the beginning of paragraphs.</p> <p>5.W.2.5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2.6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2.6.b. - A main idea or topic.</p> <p>5.W.2.6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2.6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p> <p>5.W.2.8.c. - Organize supporting statements from the most appealing to the least powerful</p>	1	3	4	3	2	5	4
W.5.5	<p>5.W.1.1. - Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.</p> <p>5.W.1.2. - Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).</p> <p>5.W.3.6. - Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.</p>	1	8	6	4	10	6	11
W.5.6	<p>5.R.5.2.e. - Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p>							1
Research to Build and Present		1	2	3a	3b	4	5	6
W.5.7	<p>5.OL.3.2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>5.R.5.2.b. - Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).</p> <p>5.R.5.2.d. - Summarize information from multiple sources into a written report or summary.</p>				1			7

	<p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p>								
W.5.8	<p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>5.R.5:1.d. - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</p> <p>5.R.5:2.d. - Summarize information from multiple sources into a written report or summary.</p> <p>5.W.2:5.h. - Use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p>			4		1	9		
W.5.9a	<p>5.R.3:1.c. - Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.</p> <p>5.R.3:2.b. - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>5.R.3:3.a. - Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>5.R.3:3.c. - Support ideas and arguments by reference to relevant aspects of text and issues across texts.</p> <p>5.R.3:4.f. - Distinguish among facts/inferences supported by evidence and opinions in text.</p>	2				1			
W.5.9b		3	1	3	3		6		
Range of Writing		1	2	3a	3b	4	5	6	
W.5.10	<p>5.OL.3:2. - Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.</p> <p>5.W.1:6. - Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>5.W.2:6.a. - Frame questions about an idea or issue to direct the investigation.</p> <p>5.W.2:6.b. - A main idea or topic.</p> <p>5.W.2:6.c. - Develop the topic with simple facts, details, examples, and explanations to support the main idea.</p> <p>5.W.2:6.d. - Use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.</p>	8	8	3	6	7	4		

Conventions of Standard English		1	2	3a	3b	4	5	6
L.5.1a	5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions 5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.		5	3	1	2	1	1
L.5.1b			1				1	
L.5.1c		1	1	2	2	1	1	
L.5.1d	5.W.1:5. - Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.			2		1		2
L.5.1e	5.W.3:1.n. - Coordinating, correlating, and subordinating conjunctions 5.W.3:4.a. - Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.		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	5.W.3:3.b. - Quotation marks		2		2	1	1	1
L.5.2e	5.W.3:5.a. - Spell previously misspelled words correctly in final writing products. 5.W.3:5.b. - Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion). 5.W.3:5.c. - Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our) 5.W.3:5.d. - Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.	1	1	2	2	1	1	1
L.5.3a		1	1		1	3	2	
L.5.3b								
L.5.4a	5.R.1:1.a. - Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. 5.R.1:1.b. - Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous). 5.R.3:5.a. - Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions). 5.W.3:1.g. - Positive, comparative, and superlative adjectives 5.W.3:1.i. - Comparative forms of adverbs							
L.5.4b	5.R.1:2.b. - Apply knowledge of root words to determine the meaning of unknown words within a passage. 5.R.1:2.c. - Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).							3

L.5.4c	<p>5.R.1:4.a. - Use a thesaurus to determine related words and concepts.</p> <p>5.R.1:4.b. - Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.</p> <p>5.R.3:5.a. - Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).</p> <p>5.R.5:1.a. - Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.</p>	1			2			
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6
L.5.5a	<p>5.R.1:1.b. - Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).</p> <p>5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.</p> <p>5.R.4:3.c. - Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p>	3	1	3				
L.5.5b	5.R.4:3.b. - Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.						1	
L.5.5c	5.R.1:3. - Synonyms, Antonyms, and Homonyms/Homophones						1	
L.5.6	<p>5.OL.2:1. - Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).</p> <p>5.OL.2:4. - Engage the audience with appropriate words, phrasing, facial expressions, and gestures.</p> <p>5.R.1:1.a. - Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>5.W.2:3. - With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).</p>			1				