

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	Pennsylvania Core and Academic Standards								
W.K.1	CC.1.4.K.G. - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.						10		
W.K.2	CC.1.4.K.A. - Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.					9			
W.K.3	CC.1.4.K.M. - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.		7	10	10			4	
Production and Distribution		1	2a	2b	3a	3b	4	5	6
W.K.4 (Begins in grade 3)	- Intentionally Blank								
W.K.5	CC.1.4.K.C. - With prompting and support, generate ideas and details to convey information that relates to the chosen topic.						7		5
W.K.6	CC.1.4.K.U. - With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.								1
Research to Build and Present		1	2a	2b	3a	3b	4	5	6
W.K.7									5
W.K.8	CC.1.4.K.V. - Participate in individual or shared research projects on a topic of interest.								6
W.K.9 (Begins in grade 4)	- Intentionally Blank								
Range of Writing		1	2a	2b	3a	3b	4	5	6
W.K.10 (Begins in grade 3)	- Intentionally Blank								
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									
L.K.1d	CC.1.5.K.C. - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						10		
L.K.1e					10				
L.K.1f							3		6

L.K.2a	CC.1.4.K.F.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.L.1. - Capitalize the first word in a sentence and the pronoun I. CC.1.4.K.R.1. - Capitalize first word in sentence and pronoun I.				3	8	9	6	2
L.K.2b	CC.1.4.K.F.2. - Recognize and use end punctuation. CC.1.4.K.L.2. - Recognize and use end punctuation. CC.1.4.K.R.2. - Recognize and use end punctuation.				5	8	10	4	2
L.K.2c	CC.1.1.K.D.2. - Associate the long and short sounds with common spellings for the five major vowels. CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.R.3. - Spell simple words phonetically.	6	6	10	10			5	
L.K.2d	CC.1.4.K.F.3. - Spell simple words phonetically. CC.1.4.K.L.3. - Spell simple words phonetically. CC.1.4.K.R.3. - Spell simple words phonetically.			10				3	1
L.K.3 (Begins in grade 2)	- Intentionally Blank								
Vocabulary Acquisition and Use		1	2a	2b	3a	3b	4	5	6
L.K.4a	CC.1.2.K.K. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.I. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.								
L.K.4b								1	
L.K.5a									
L.K.5b									
L.K.5c									
L.K.5d									
L.K.6	CC.1.2.K.F. - With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.F. - Ask and answer questions about unknown words in a text. CC.1.3.K.I. - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3.K.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.								

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	Pennsylvania Core and Academic Standards							
W.1.1	<p>CC.1.4.1.G. - Write opinion pieces on familiar topics.</p> <p>CC.1.4.1.H. - Form an opinion by choosing among given topics.</p> <p>CC.1.4.1.I. - Support the opinion with reasons related to the opinion.</p> <p>CC.1.4.1.J. - Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.1.4.1.K. - Use a variety of words and phrases.</p> <p>CC.1.4.1.Q. - Use a variety of words and phrases.</p>					12		
W.1.2	<p>CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B. - Identify and write about one specific topic.</p> <p>CC.1.4.1.C. - Develop the topic with two or more facts.</p> <p>CC.1.4.1.D. - Group information and provide some sense of closure.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	2			13			
W.1.3	<p>CC.1.4.1.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.P. - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)	- Intentionally Blank							
W.1.5	<p>CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B. - Identify and write about one specific topic.</p> <p>CC.1.4.1.C. - Develop the topic with two or more facts.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.1.4.1.X. - 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>			6	1	3		2
W.1.6	CC.1.4.1.U. - With guidance and support, 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
W.1.7	CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.							6
W.1.8	CC.1.4.1.V. - Participate in individual or shared research and writing projects. CC.1.4.1.W. - With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.4.1.X. - 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
W.1.9 (Begins in grade 4)	- Intentionally Blank							
Range of Writing		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)	- Intentionally Blank							
Conventions of Standard English		1	2a	2b	3	4	5	6
L.1.1a			5					1
L.1.1b				8				3
L.1.1c						2		1
L.1.1d						3		
L.1.1e						3		4
L.1.1f						6		4
L.1.1g	CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.					3		
L.1.1h								2
L.1.1i						6		
L.1.1j							1	3
L.1.2a	CC.1.4.1.F.1. - Capitalize dates and names of people. CC.1.4.1.L.1. - Capitalize dates and names of people. CC.1.4.1.R.1. - Capitalize dates and names of people.		7	8			7	
L.1.2b	CC.1.4.1.F.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.L.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.R.2. - Use end punctuation; use commas in dates and words in series.		5	7		5	5	1

L.1.2c							4	
L.1.2d	CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.		6	9			4	1
L.1.2e	CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	6	8	9				
Knowledge of Language		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)	- Intentionally Blank							
Vocabulary Acquisition and Use		1	2a	2b	3	4	5	6
L.1.4a	CC.1.1.1.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.1.4b								
L.1.4c	CC.1.1.1.D.3. - Read grade-level words with inflectional endings.							
L.1.5a								
L.1.5b								
L.1.5c		2						
L.1.5d								4
L.1.6	CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.							

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Pennsylvania Core and Academic Standards							
W.2.1						12		
W.2.2	CC.1.4.2.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B. - Identify and introduce the topic. CC.1.4.2.C. - Develop the topic with facts and/or definitions. CC.1.4.2.D. - Group information and provide a concluding statement or section. CC.1.4.2.T. - 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	CC.1.4.2.M. - Write narratives to develop real or imagined experiences or events.	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)	- Intentionally Blank							
W.2.5	CC.1.4.2.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B. - Identify and introduce the topic. CC.1.4.2.C. - Develop the topic with facts and/or definitions. CC.1.4.2.T. - 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	CC.1.4.2.U. - With guidance and support, 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								7
W.2.8	CC.1.4.2.W. - Recall information from experiences or gather information from provided sources to answer a question.				12			7
W.2.9 (Begins in grade 4)	- Intentionally Blank							
Range of Writing		1	2	3a	3b	4	5	6
W.2.10 (Begins in grade 3)	- Intentionally Blank							

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		1	1	7	7			
L.2.2a			2		7			
L.2.2b						4		
L.2.2c	CC.1.4.2.F.2. - Use commas and apostrophes appropriately. CC.1.4.2.L.2. - Use commas and apostrophes appropriately. CC.1.4.2.R.2. - Use commas and apostrophes appropriately.			4		5	4	
L.2.2d	CC.1.4.2.F.3. - Spell words drawing on common spelling patterns. CC.1.4.2.L.3. - Spell words drawing on common spelling patterns. CC.1.4.2.R.3. - Spell words drawing on common spelling patterns.	1	1		1		2	
L.2.2e	CC.1.4.2.F.4. - Consult reference material as needed. CC.1.4.2.L.4. - Consult reference material as needed. CC.1.4.2.R.4. - Consult reference material as needed.				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	CC.1.1.2.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.2.4b								
L.2.4c								
L.2.4d								
L.2.4e					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 #	Pennsylvania Core and Academic Standards							
W.3.1a	<p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p>					10		
W.3.1b	<p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p>					6		
W.3.1c	<p>CC.1.4.3.G. - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I. - Support an opinion with reasons.</p> <p>CC.1.4.3.J. - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.</p>					4		
W.3.1d							4	
W.3.2a	<p>CC.1.4.3.B. - Identify and introduce the topic.</p> <p>CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p>			8	7			8
W.3.2b	<p>CC.1.4.3.B. - Identify and introduce the topic.</p> <p>CC.1.4.3.C. - Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p>			10	8			11
W.3.2c				6	4			4
W.3.2d	<p>CC.1.4.3.D. - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p>			6	5			
W.3.3a	<p>CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	1	9				6	
W.3.3b	<p>CC.1.4.3.N. - Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	2	3	1			3	

W.3.3c	CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.	1	3				1	
W.3.3d	CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events.	1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4	CC.1.4.3.X. - 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.		3	1	1	5	3	8
W.3.5	CC.1.4.3.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.X. - 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.	1	9	7	2	2	15	8
W.3.6	CC.1.4.3.U. - With guidance and support, 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
W.3.7	CC.1.4.3.V. - Conduct short research projects that build knowledge about a topic. CC.1.4.3.X. - 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.				1			13
W.3.8	CC.1.4.3.W. - 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
W.3.9 (Begins in grade 4)	- Intentionally Blank							
Range of Writing		1	2	3a	3b	4	5	6
W.3.10	CC.1.4.3.V. - Conduct short research projects that build knowledge about a topic. CC.1.4.3.X. - 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.	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	CC.1.4.3.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1	2		1	3	4	
L.3.1b					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		1	1	1	1			4
L.3.2a					2	3	3	
L.3.2b								
L.3.2c	CC.1.4.3.O. - 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		1		1	1	1	3	
L.3.2e	CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. CC.1.1.3.D.2. - Decode words with common Latin suffixes.	2	1	1	1	1		
L.3.2f		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	CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.E. - Choose words and phrases for effect. CC.1.4.3.Q. - Choose words and phrases for effect.		2	4	6		5	
L.3.3b								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.3.4a	CC.1.1.3.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.3.4b	CC.1.1.3.D.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. CC.1.1.3.D.2. - Decode words with common Latin suffixes.							
L.3.4c								
L.3.4d								3
L.3.5a	CC.1.2.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.3.3.F. - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.							
L.3.5b								
L.3.5c								
L.3.6	CC.1.2.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.							

<p>CC.1.3.3.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.E. - Choose words and phrases for effect.</p> <p>CC.1.4.3.Q. - Choose words and phrases for effect.</p>								
--	--	--	--	--	--	--	--	--

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Pennsylvania Core and Academic Standards							
W.4.1a	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>					8		
W.4.1b	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>					8		
W.4.1c	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>					3		
W.4.1d						2		
W.4.2a	<p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>				6			3
W.4.2b	<p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>			4	6			13
W.4.2c				1	7			3
W.4.2d	<p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			2	4			9
W.4.2e	<p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>			3	7			1
W.4.3a	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p>	2	3				4	

	CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.								
W.4.3b	CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	2	6	1				3	
W.4.3c	CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	1	5	2				1	
W.4.3d	CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	2	8					5	
W.4.3e	CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	1							
Production and Distribution		1	2	3a	3b	4	5	6	
W.4.4	CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B. - Identify and introduce the topic clearly. CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W. - 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. CC.1.4.4.X. - 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.	1	6		1	5	3		
W.4.5	CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.X. - 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.	1	8	7	10	6	3	7	
W.4.6	CC.1.4.4.U. - With some guidance and support, 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
Research to Build and Present		1	2	3a	3b	4	5	6	
W.4.7	CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W. - 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.				1				6

	CC.1.4.4.X. - 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.								
W.4.8	CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W. - 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. CC.1.4.4.X. - 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.				4				6
W.4.9	CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.				5	1			
W.4.9b	CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.				4				3
Range of Writing		1	2	3a	3b	4	5	6	
W.4.10	CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W. - 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. CC.1.4.4.X. - 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.		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		1	2	2	2	2	2		
L.4.1g	CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			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		1	2	2	1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.4.3a	CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	1	5	1		3	3	8	

	<p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p>								
L.4.3b	<p>CC.1.4.4.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	1							
L.4.3c	<p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.D. - 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 with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.4.E. - Differentiate between contexts that require formal English versus informal situations.</p>								
L.4.4a	CC.1.1.4.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.								
L.4.4b	CC.1.1.4.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.								
L.4.4c									
L.4.5a		3	1	2	1				
L.4.5b									
L.4.5c		1	1	1					
L.4.6	<p>CC.1.2.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p>						1		1

<p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p>						
--	--	--	--	--	--	--

Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	Pennsylvania Core and Academic Standards							
W.5.1a	CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.					5		
W.5.1b	CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.					10		
W.5.1c	CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.					2		
W.5.1d	CC.1.4.5.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.					4		
W.5.2a	CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B. - Identify and introduce the topic clearly. CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.			6	6			4
W.5.2b	CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B. - Identify and introduce the topic clearly. CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.			4	7	1		3
W.5.2c					5			1
W.5.2d	CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic.			5	3			1
W.5.2e	CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.			3	4	2		
W.5.3a	CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.	1	2				6	

	CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.								
W.5.3b	CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	2	6					3	
W.5.3c	CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	1	1	4				2	
W.5.3d		2	3	4					
W.5.3e	CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events. CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	1	3					1	
Production and Distribution		1	2	3a	3b	4	5	6	
W.5.4	CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B. - Identify and introduce the topic clearly. CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W. - 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. CC.1.4.5.X. - 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.	1	3	4	3	2	5	4	
W.5.5	CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.X. - 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.	1	8	6	4	10	6	11	

W.5.6	CC.1.4.5.U. - With some guidance and support, 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						
Research to Build and Present										1	2	3a	3b	4	5	6
W.5.7	CC.1.2.5.G. - 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. CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W. - 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. CC.1.4.5.X. - 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.				1					7						
W.5.8	CC.1.2.5.G. - 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. CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W. - 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. CC.1.4.5.X. - 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.				4			1		9						
W.5.9a	CC.1.3.5.C. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.		2					1								
W.5.9b	CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.5.W. - 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.		3	1	3	3				6						
Range of Writing										1	2	3a	3b	4	5	6
W.5.10	CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W. - 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. CC.1.4.5.X. - 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						

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				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		1	1	2	2	1	1	1
L.5.3a	CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	1	1		1	3	2	
L.5.3b								
L.5.4a	CC.1.1.5.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
L.5.4b	CC.1.1.5.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.							3
L.5.4c		1			2			
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6
L.5.5a	CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	3	1	3				
L.5.5b							1	
L.5.5c							1	
L.5.6	CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.2.5.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.5.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.5.5.E. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			1				