

Kindergarten		Number of times taught in unit:							
Text Types and Purposes		1	2a	2b	3a	3b	4	5	6
CCSS #	South Carolina Standards & Learning								
W.K.1	K.RI.RC.12.3. - Read and respond according to task and purpose to become self-directed, critical readers and thinkers.						10		
W.K.2	K.W.MCC.2.1. - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.					9			
W.K.3	K.W.MCC.3.1. - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.		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.C.MC.2.2. - With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.								5
W.K.8	K.C.MC.2.1. - With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.								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.RC.6.2. - Print upper-and lower-case letters.		7	2	2				
L.K.1b	K.W.L.4.1. - With guidance and support, use nouns. K.W.L.4.4. - With guidance and support, use verbs.				10			1	
L.K.1c	K.W.L.4.2. - With guidance and support, form regular plural nouns orally by adding /s/ or /as/.								

L.K.1d	K.C.MC.1.1. - Explore and create meaning through play, conversation, drama, and story-telling. K.W.L.4.3. - With guidance and support, understand and use interrogatives.							10		
L.K.1e					10					
L.K.1f							3		6	
L.K.2a	K.W.L.5.1. - Capitalize the first word in a sentence and the pronoun I.				3	8	9	6	2	
L.K.2b	K.W.L.5.2. - Recognize and name end punctuation.				5	8	10	4	2	
L.K.2c	K.RI.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RI.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.RL.P.3.1. - Produce one-to-one letter-sound correspondences for each consonant. K.RL.P.3.2. - Associate long and short sounds of the five major vowels with their common spellings. K.W.L.5.3. - Write letter(s) for familiar consonant and vowel sounds. K.W.L.5.4. - Spell simple words phonetically.	6	6	10	10				5	
L.K.2d	K.W.L.5.3. - Write letter(s) for familiar consonant and vowel sounds. K.W.L.5.4. - Spell simple words phonetically.			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	K.RI.LCS.9.3. - With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words. K.RL.LCS.10.3. - With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.								1	
L.K.5a										
L.K.5b										
L.K.5c	K.RI.LCS.9.1. - With guidance and support, ask and answer questions about known and unknown words. K.RI.LCS.9.2. - With guidance and support, identify new meanings for familiar words and apply them accurately. K.RL.LCS.10.1. - With guidance and support, ask and answer questions about known and unknown words. K.RL.LCS.10.2. - With guidance and support, identify new meanings for familiar words and apply them accurately.									
L.K.5d										
L.K.6	K.RI.LCS.9.2. - With guidance and support, identify new meanings for familiar words and apply them accurately. K.RL.LCS.10.2. - With guidance and support, identify new meanings for familiar words and apply them accurately.									

Grade 1		Number of times taught in unit:						
Text Types and Purposes		1	2a	2b	3	4	5	6
CCSS #	South Carolina Standards & Learning							
W.1.1						12		
W.1.2	1.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	2			13			
W.1.3	1.W.MCC.3.1. - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.		14	15			7	
Production and Distribution		1	2a	2b	3	4	5	6
W.1.4 (Begins in grade 3)	1.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.							
W.1.5	1.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 1.W.MCC.3.1. - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. 1.W.RC.6.1. - Write routinely and persevere in writing tasks for a variety of purposes and audiences.			6	1	3		2
W.1.6								1
Research to Build and Present		1	2a	2b	3	4	5	6
W.1.7	1.C.MC.2.2. - Participate in shared research exploring a variety of texts; express opinions and talk about findings.							6
W.1.8	1.I.3.1. - Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.							8
W.1.9 (Begins in grade 4)	1.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.							

Range of Writing		1	2a	2b	3	4	5	6
W.1.10 (Begins in grade 3)	1.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.							
Conventions of Standard English		1	2a	2b	3	4	5	6
L.1.1a	1.W.RC.6.2. - Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.		5					1
L.1.1b	1.W.L.4.1. - Use common, proper, and possessive nouns.			8				3
L.1.1c	1.W.L.4.1. - Use common, proper, and possessive nouns. 1.W.L.4.2. - Use singular and plural nouns with matching verbs in basic sentences.					2		1
L.1.1d	1.W.L.4.3. - Use personal, possessive, and indefinite pronouns.					3		
L.1.1e	1.W.L.4.4. - Use verbs to convey a sense of past, present, and future.					3		4
L.1.1f	1.W.L.4.5. - Use adjectives and adverbs.					6		4
L.1.1g	1.W.L.4.7. - Use conjunctions.					3		
L.1.1h								2
L.1.1i						6		
L.1.1j	1.W.L.4.8. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.						1	3
L.1.2a			7	8			7	
L.1.2b	1.W.L.5.2.a. - Periods, question marks, and exclamation marks at the end of sentences.		5	7		5	5	1
L.1.2c	1.W.L.5.2.b. - Commas in dates and to separate items in a series.							4
L.1.2d	1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.		6	9			4	1
L.1.2e	1.W.L.5.3. - Use conventional spelling for words with common spelling patterns. 1.W.L.5.4. - Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	6	8	9				
Knowledge of Language		1	2a	2b	3	4	5	6
L.1.3 (Begins in grade 2)	1.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 1.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 1.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 1.RL.P.1.3. - Students are expected to build upon and continue applying previous learning.							

	1.RL.P.1.4. - Students are expected to build upon and continue applying previous learning.						
	1.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.						
Vocabulary Acquisition and Use		1	2a	2b	3	4	5
L.1.4a	1.RI.P.4.3. - Use context to confirm or self-correct word recognition and understanding rereading as necessary. 1.RL.P.4.3. - Use context to confirm or self-correct word recognition and understanding rereading as necessary.						
L.1.4b	1.RI.LCS.9.3. - Use inflectional endings and affixes to determine the meaning of unknown words. 1.RL.LCS.10.3. - Use inflectional endings and affixes to determine the meaning of unknown words.						
L.1.4c	1.RI.LCS.9.3. - Use inflectional endings and affixes to determine the meaning of unknown words. 1.RI.P.3.5. - Read words with inflectional endings. 1.RL.LCS.10.3. - Use inflectional endings and affixes to determine the meaning of unknown words. 1.RL.P.3.5. - Read words with inflectional endings.						
L.1.5a							
L.1.5b							
L.1.5c	1.RI.LCS.9.2. - Identify new meanings for familiar words and apply them accurately. 1.RL.LCS.10.2. - Identify new meanings for familiar words and apply them accurately.	2					
L.1.5d							4
L.1.6	1.W.L.4.7. - Use conjunctions.						

Grade 2		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	South Carolina Standards & Learning							
W.2.1						12		
W.2.2	2.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			13	14			
W.2.3	2.W.MCC.3.1. - Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	3	10				13	
Production and Distribution		1	2	3a	3b	4	5	6
W.2.4 (Begins in grade 3)	2.RI.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 2.RI.P.4.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.4. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.1. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.2. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.4. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.5. - Students are expected to build upon and continue applying previous learning. 2.RL.P.4.3. - Students are expected to build upon and continue applying previous learning. 2.W.RC.6.3. - Students are expected to build upon and continue applying previous learning.							
W.2.5	2.W.MCC.2.1. - Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	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	2.C.MC.2.2. - Participate in shared research; record observations, new learning, opinions and articulate findings.							7

	2.I.5.1. - Acknowledge and value individual and collective thinking.									
W.2.8	2.I.3.1. - Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.							12		7
W.2.9 (Begins in grade 4)	2.RI.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 2.RI.P.4.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.4. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.1. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.2. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.4. - Students are expected to build upon and continue applying previous learning. 2.RL.P.2.5. - Students are expected to build upon and continue applying previous learning. 2.RL.P.4.3. - Students are expected to build upon and continue applying previous learning.									
Range of Writing		1	2	3a	3b	4	5	6		
W.2.10 (Begins in grade 3)	2.RI.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.1.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.1. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.2. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.3. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.4. - Students are expected to build upon and continue applying previous learning. 2.RI.P.2.5. - Students are expected to build upon and continue applying previous learning. 2.RI.P.4.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.1. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.2. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.3. - Students are expected to build upon and continue applying previous learning. 2.RL.P.1.4. - Students are expected to build upon and continue applying previous learning.									

	2.RL.P.2.1. - Students are expected to build upon and continue applying previous learning.							
	2.RL.P.2.2. - Students are expected to build upon and continue applying previous learning.							
	2.RL.P.2.3. - Students are expected to build upon and continue applying previous learning.							
	2.RL.P.2.4. - Students are expected to build upon and continue applying previous learning.							
	2.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.							
	2.RL.P.4.3. - Students are expected to build upon and continue applying previous learning.							
	2.W.RC.6.3. - Students are expected to build upon and continue applying previous learning.							
Conventions of Standard English		1	2	3a	3b	4	5	6
L.2.1a	2.W.L.4.1. - Use collective nouns.							4
L.2.1b	2.W.L.4.2. - Form and use frequently occurring irregular plural nouns.			5	1		4	1
L.2.1c						9		
L.2.1d			2				5	
L.2.1e	2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified.	1	1	5			6	5
L.2.1f	2.W.L.4.8. - Produce, expand, and rearrange complete simple and compound sentences.	1	1	7	7			
L.2.2a	2.W.L.5.1. - Capitalize greetings, months, days of the week, holidays, geographic names, and titles.		2		7			
L.2.2b						4		
L.2.2c	2.W.L.5.2.c. - Apostrophes to form contractions and singular possessive nouns.			4		5	4	
L.2.2d	2.W.L.5.3. - Generalize learned spelling patterns and word families. 2.W.L.5.4. - Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	1	1		1		2	
L.2.2e	2.W.L.5.5. - Consult print and multimedia resources to check and correct spellings.				9			1
Knowledge of Language		1	2	3a	3b	4	5	6
L.2.3a								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.2.4a	2.RI.LCS.9.1. - Use context to determine the meaning of words and phrases. 2.RL.LCS.10.1. - Use context to determine the meaning of words and phrases. 2.RL.LCS.10.2. - Use context to determine the meaning of words and phrases.							
L.2.4b	2.RI.LCS.9.2. - Determine the meaning of a newly formed word when a known affix is added to the word.							
L.2.4c	2.RI.LCS.9.2. - Determine the meaning of a newly formed word when a known affix is added to the word. 2.RI.LCS.9.3. - Use a base word to determine the meaning of an unknown word with the same base. 2.RL.LCS.10.3. - Use a base word to determine the meaning of an unknown word with the same base.							
L.2.4d	2.RL.LCS.10.4. - Use the meanings of individual words to predict the meaning of compound words.							
L.2.4e	2.RI.LCS.9.4. - Use print and multimedia resources to determine or clarify the precise meaning of words and phrases. 2.RL.LCS.10.5. - Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.				3			2
L.2.5a								
L.2.5b								

L.2.6	2.W.L.4.5. - Use adjectives and adverbs, and choose between them depending on what is to be modified.							
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Grade 3		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	South Carolina Standards & Learning							
W.3.1a						10		
W.3.1b						6		
W.3.1c						4		
W.3.1d	3.W.MCC.1.1.g. - Provide a concluding statement or section. 3.W.MCC.2.1.i. - Provide a concluding statement or section.						4	
W.3.2a	3.W.MCC.2.1.a. - Introduce a topic and group related information together. 3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details.			8	7			8
W.3.2b	3.W.MCC.2.1.d. - Develop the topic with facts, definitions, and details.			10	8			11
W.3.2c	3.W.MCC.2.1.g. - Use transition words and phrases to connect ideas within categories of information.			6	4			4
W.3.2d				6	5			
W.3.3a	3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters. 3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.	1	9				6	
W.3.3b	3.W.MCC.3.1.b. - Establish a situation and introduce a narrator and/or characters. 3.W.MCC.3.1.d. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.	2	3	1			3	
W.3.3c		1	3				1	
W.3.3d		1	2				1	
Production and Distribution		1	2	3a	3b	4	5	6
W.3.4	3.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally. 3.W.MCC.3.1.f. - Use temporal words and phrases to signal event order. 3.W.RC.6.1.a. - Over short and extended time frames. 3.W.RC.6.1.b. - For a range of domain-specific tasks. 3.W.RC.6.1.c. - For a variety of purposes and audiences. 3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.		3	1	1	5	3	8
W.3.5		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	<p>3.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>3.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>3.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>3.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>				1			13
W.3.8	<p>3.C.MC.2.1. - Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>3.I.4.1. - Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>3.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p>				1			9
W.3.9 (Begins in grade 4)	<p>3.C.MC.2.3. - This indicator does not begin until Grade 6.</p> <p>3.RI.LCS.9.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.MC.5.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.1.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.1.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.1.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.1.4. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.2.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.2.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.2.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.2.4. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.2.5. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.3.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.3.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.3.4. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.3.5. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.4.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RI.P.4.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.LCS.10.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.LCS.10.4. - Students are expected to continue to build upon concepts learned previously.</p> <p>3.RL.MC.5.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.1.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.1.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.1.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.1.4. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.2.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.2.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.2.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.2.4. - Students are expected to build upon and continue applying previous learning.</p>							

	<p>3.RL.P.2.5. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.3.2. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.3.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.3.4. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.3.5. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.4.1. - Students are expected to build upon and continue applying previous learning.</p> <p>3.RL.P.4.3. - Students are expected to build upon and continue applying previous learning.</p> <p>3.W.RC.6.2. - Students are expected to build upon and continue applying previous learning.</p>							
Range of Writing		1	2	3a	3b	4	5	6
W.3.10	<p>3.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>3.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>3.W.RC.6.1.a. - Over short and extended time frames.</p> <p>3.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>3.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>3.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>	1	5				2	
Conventions of Standard English		1	2	3a	3b	4	5	6
L.3.1a	3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.	1	2		1	3	4	
L.3.1b	<p>3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns.</p> <p>3.W.L.4.1.c. - Form and use regular and irregular verbs.</p>				2			5
L.3.1c	3.W.L.4.1.b. - Form and use regular and irregular plural nouns; use abstract nouns.	1	1					1
L.3.1d	3.W.L.4.1.a. - Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.				1		1	
L.3.1e	3.W.L.4.1.d. - Form and use the simple verb tenses.	1	1		1		1	
L.3.1f	3.W.L.4.1.e. - Ensure subject-verb and pronoun-antecedent agreement.	1	1	1				
L.3.1g	3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
L.3.1h	3.W.L.4.1.h. - Use coordinating and subordinating conjunctions.	1	2	1	1		1	
L.3.1i	3.W.L.4.1.i. - Produce simple, compound, and complex sentences.	1	1	1	1			4
L.3.2a	3.W.L.5.1. - Capitalize appropriate words in titles, historical periods, company names, product names, and special events.				2	3	3	
L.3.2b								
L.3.2c	3.W.MCC.3.1.d. - 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	<p>3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.</p> <p>3.W.L.5.4. - Use spelling patterns and generalizations.</p>	2	1	1	1	1		

L.3.2f	3.W.L.5.3. - Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words. 3.W.L.5.4. - Use spelling patterns and generalizations.	1	1	1	2	1		
L.3.2g	3.W.L.5.5. - Consult print and multimedia sources to check and correct spellings.	1	1		1	1	1	
Knowledge of Language		1	2	3a	3b	4	5	6
L.3.3a	3.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.		2	4	6		5	
L.3.3b								
Vocabulary Acquisition and Use		1	2	3a	3b	4	5	6
L.3.4a	3.RI.LCS.9.1. - Use paragraph-level context to determine the meaning of words and phrases. 3.RL.LCS.10.1. - Use paragraph-level context to determine the meaning of words and phrases.							
L.3.4b	3.RI.LCS.9.2. - Determine the meaning of a word when an affix is added to a base word. 3.RI.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RL.LCS.10.2. - Determine the meaning of a word when an affix is added to a base word. 3.RL.P.3.1. - Identify and know the meaning of the most common prefixes and derivational suffixes.							
L.3.4c	3.RI.LCS.9.2. - Determine the meaning of a word when an affix is added to a base word. 3.RL.LCS.10.2. - Determine the meaning of a word when an affix is added to a base word.							
L.3.4d								3
L.3.5a	3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.							
L.3.5b								
L.3.5c	3.W.L.4.1.f. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
L.3.6	3.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way. 3.RI.LCS.9.5. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.RL.LCS.10.6. - Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events.							

Grade 4		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	South Carolina Standards & Learning							
W.4.1a	4.W.MCC.1.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.MCC.1.1.c. - Provide reasons supported by facts and details.					8		
W.4.1b						8		
W.4.1c	4.W.MCC.1.1.d. - Use transitional words or phrases to connect opinions and reasons.					3		
W.4.1d	4.W.MCC.1.1.g. - Provide a concluding statement or section related to the opinion presented.					2		
W.4.2a	4.W.MCC.2.1.a. - Introduce a topic clearly. 4.W.MCC.2.1.c. - Group related information in paragraphs and sections. 4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.				6			3
W.4.2b	4.W.MCC.2.1.a. - Introduce a topic clearly. 4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.			4	6			13
W.4.2c	4.W.MCC.2.1.h. - Link ideas within categories of information using words and phrases.			1	7			3
W.4.2d	4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.			2	4			9
W.4.2e	4.W.MCC.2.1.k. - Provide a concluding statement or section relate to the information or explanation presented.			3	7			1
W.4.3a	4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters. 4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	2	3				4	
W.4.3b	4.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters. 4.W.MCC.3.1.d. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	2	6	1			3	
W.4.3c	4.W.MCC.3.1.f. - Use a variety of transitional words and phrases to manage the sequence of events.	1	5	2			1	
W.4.3d	4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	2	8				5	
W.4.3e	4.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.	1						

Production and Distribution		1	2	3a	3b	4	5	6
W.4.4	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.MCC.2.1.a. - Introduce a topic clearly.</p> <p>4.W.MCC.2.1.c. - Group related information in paragraphs and sections.</p> <p>4.W.MCC.2.1.e. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>4.W.MCC.2.1.j. - Develop a style and tone authentic to the purpose.</p> <p>4.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>	1	6		1	5	3	
W.4.5	4.W.MCC.3.1.e. - Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of other.	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.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>4.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>				1			6
W.4.8	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p>				4			6
W.4.9					5	1		
W.4.9b					4			3
Range of Writing		1	2	3a	3b	4	5	6
W.4.10	<p>4.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.W.RC.6.1.a. - Over short and extended time frames.</p> <p>4.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>4.W.RC.6.1.c. - For a variety of purposes and audiences.</p>		6	1	1	2	3	3

	4.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.								
Conventions of Standard English		1	2	3a	3b	4	5	6	
L.4.1a	4.W.L.4.1.a. - Use relative pronouns and relative adverbs. 4.W.L.4.1.f. - Use relative pronouns and relative adverbs.	1	1	1					1
L.4.1b	4.W.L.4.1.b. - Form and use the progressive verb tenses. 4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.	1		1	1				1
L.4.1c	4.W.L.4.1.c. - Use modal auxiliaries to convey various conditions. 4.W.L.4.1.d. - Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.	1	2		1	1	1		
L.4.1d	4.W.L.4.1.e. - Order adjectives within sentences according to conventional patterns.		2	1				3	
L.4.1e	4.W.L.4.1.g. - Explore using prepositional phrases in different positions within a sentence.	1	2	1		1	1	1	
L.4.1f	4.W.L.4.1.i. - Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1	2	2	2	2	2		
L.4.1g				1		1	1		
L.4.2a		1	2	1	1	1	1	1	1
L.4.2b	4.W.L.5.1.b. - Quotation marks and commas to mark direct speech.	1	4	2				2	
L.4.2c	4.W.L.5.1.c. - Commas before a coordinating conjunction in a compound sentence, organizations, and the first word in quotations.	1	2	1	1	1	2	1	
L.4.2d	4.W.L.5.4. - Use spelling patterns and generalizations.	1	2	2	1	1	1		
Knowledge of Language		1	2	3a	3b	4	5	6	
L.4.3a	4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way. 4.W.MCC.2.1.i. - Use precise language and domain-specific vocabulary to inform or explain the topic. 4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	1	5	1		3	3	8	
L.4.3b		1							
L.4.3c	4.C.LCS.5.1. - Set a purpose and integrate craft techniques to create presentations. 4.C.MC.1.1. - Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints. 4.C.MC.1.2. - Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue. 4.C.MC.1.4. - Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. 4.C.MC.1.5. - Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. 4.C.MC.2.1. - Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.								

L.4.4a								
L.4.4b	<p>4.RI.LCS.9.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>4.RI.P.3.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>4.RL.LCS.10.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>4.RL.P.3.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>							
L.4.4c								
L.4.5a		3	1	2	1			
L.4.5b	4.RL.LCS.9.1. - Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.							
L.4.5c		1	1	1				
L.4.6	<p>4.C.MC.1.3. - Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>4.RI.LCS.9.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RI.LCS.9.5. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>4.RL.LCS.10.1. - Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>4.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p>					1	1	

Grade 5		Number of times taught in unit:						
Text Types and Purposes		1	2	3a	3b	4	5	6
CCSS #	South Carolina Standards & Learning							
W.5.1a						5		
W.5.1b						10		
W.5.1c						2		
W.5.1d						4		
W.5.2a	5.W.MCC.2.1.a. - Introduce a topic clearly. 5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.			6	6			4
W.5.2b	5.RI.MC.5.1. - Quote accurately from a text to analyze meaning in and beyond the text. 5.W.MCC.2.1.a. - Introduce a topic clearly. 5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism. 5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.			4	7	1		3
W.5.2c	5.W.MCC.2.1.j. - Link ideas within and across categories of information using words, phrases, and clauses.				5			1
W.5.2d	5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.			5	3			1
W.5.2e	5.W.MCC.2.1.c. - Provide a general observation and focus. 5.W.MCC.2.1.m. - Provide a concluding statement or section related to the information or explanation presented.			3	4	2		
W.5.3a	5.W.MCC.3.1.b. - Orient the reader by establishing a situation and introducing a narrator and/or characters. 5.W.MCC.3.1.d. - Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations. 5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	1	2				6	
W.5.3b	5.W.MCC.3.1.d. - Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.	2	6					3
W.5.3c	5.W.MCC.3.1.f. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	1	1	4				2
W.5.3d	5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.	2	3	4				
W.5.3e	5.W.MCC.3.1.h. - Provide a conclusion that follows from the narrated experiences or events.	1	0					1
Production and Distribution		1	2	3a	3b	4	5	6
W.5.4	5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. 5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps. 5.W.MCC.2.1.a. - Introduce a topic clearly. 5.W.MCC.2.1.d. - Group related information logically.	1	3	4	3	2	5	4

	<p>5.W.MCC.2.1.g. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.MCC.2.1.k. - Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>5.W.MCC.2.1.l. - Develop a style and tone authentic to the purpose.</p> <p>5.W.MCC.3.1.a. - Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.W.MCC.3.1.c. - Organize an event sequence that unfolds naturally.</p> <p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>								
W.5.5	<p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p> <p>5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.</p>	1	8	6	4	10	6	11	
W.5.6									1
Research to Build and Present		1	2	3a	3b	4	5	6	
W.5.7	<p>5.I.2.1. - Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.I.4.3. - Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>5.I.5.3. - Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources.</p>				1			7	
W.5.8	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.W.MCC.2.1.b. - Use relevant information from multiple print and multimedia sources.</p> <p>5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p>				4		1	9	
W.5.9a	<p>5.RL.MC.6.1. - Determine and analyze the development of a theme within a text; summarize using key details.</p> <p>5.RL.MC.8.1.a. - Analyze two or more characters, events, or settings in a text and explain the impact on the plot.</p>		2				1		
W.5.9b	5.W.MCC.2.1.i. - Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.		3	1	3	3			6
Range of Writing		1	2	3a	3b	4	5	6	
W.5.10	<p>5.I.3.2. - Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>5.I.4.2. - Reflect on findings to build deeper understanding and determine next steps.</p> <p>5.W.RC.6.1.a. - Over short and extended time frames.</p> <p>5.W.RC.6.1.b. - For a range of domain-specific tasks.</p> <p>5.W.RC.6.1.c. - For a variety of purposes and audiences.</p>		8	8	3	6	7	4	

	5.W.RC.6.1.d. - By adjusting the writing process for the task, increasing the length and complexity.								
Conventions of Standard English		1	2	3a	3b	4	5	6	
L.5.1a	5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections.		5	3	1	2	1	1	
L.5.1b	5.W.L.4.1.b. - Form and use the perfect verb tenses.		1				1		
L.5.1c	5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions. 5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense.	1	1	2	2	1	1		
L.5.1d	5.W.L.4.1.c. - Use verb tense to convey various times, sequences, states, and conditions. 5.W.L.4.1.d. - Recognize and use appropriate continuity or shifts in verb tense.			2		1		2	
L.5.1e	5.W.L.4.1.a. - Show knowledge of the function of conjunctions, prepositions, and interjections.		1	1	1				
L.5.2a		1	1	1	1	1	2	2	
L.5.2b			2	1			2		
L.5.2c	5.W.L.5.2.b. - Commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.						2		
L.5.2d	5.W.L.5.2.a. - Apostrophes and quotation marks.		2		2	1	1	1	
L.5.2e		1	1	2	2	1	1	1	
L.5.3a		1	1		1	3	2		
L.5.3b	5.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.								
L.5.4a	5.RI.LCS.9.1. - Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.								
L.5.4b	5.RI.LCS.9.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 5.RL.LCS.10.2. - Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.							3	
L.5.4c		1			2				
Vocabulary Acquisition and Use		1	2a	3a	3b	4	5	6	
L.5.5a	5.RL.LCS.9.1. - Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	3	1	3					
L.5.5b	5.RL.LCS.9.1. - Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.						1		
L.5.5c							1		
L.5.6	5.C.LCS.5.2. - Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience. 5.C.MC.1.3. - Apply effective communication techniques and the use of formal or informal voice based on audience and setting. 5.RL.LCS.10.1. - Use cause and effect relationships and comparisons to determine the meaning of words or phrases. 5.RL.LCS.10.6. - Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon. 5.W.MCC.3.1.g. - Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.			1					