



1st Grade ELA Alignment

StoryTown and Making Meaning are district resources that can be utilized to instruct the standards. However, leveled readers and other materials should be used to instruct, accommodate, and differentiate as needed.

Reading - Literature				
Standard		Resources	I can	Academic Vocabulary
RL.1.1	Ask and answer questions about key details	SE(1): 62 SE(2): 28, 222 TE(1): T152-T153, T154-T155, T156, T158, T182 TE(2): T58, T60, T65, T333, T504, T506 TE(3): T332, T505 TE(4): T332, T336	• I can ask question about key details in a text. • I can answer questions about key details in a text	key details
RL.1.2	Retell stories and demonstrate understanding of central message	SE(2): 241 SE(3): 85 TE(1): T139, T160, T331, T354, T417, T440 TE(2): T45, T68, T141, T166, T216, T317, T340, T372, T403, T491, T 514, T516 TE(3): T32, T141, T164, T166, T216, T229, T315, T338, T401, T489, T514 TE(4): T46, T66, T70, T144, T231, T256, T319, T346, T409, T410, T495 TE(5): T143, T166, T229, T256, T319, T405, T430, T493, T518	• I can retell stories, including key details. • I can demonstrate understanding of the central message or lesson of stories	key details central message, lesson



RL.13	Describe characters, settings, and major events	TE(1): T426–T427, T440 TE(2): T156, T157, T163, T318, T326–T327, T332, T335, T337, T340, T350, T372, T550–T501, T516 TE(3): T156, T158, T166, T238–239, T256, T274, T400 TE(4): T15, T92, T230, T252, T253, T317, T334, T405, T408, T514 TE(5): T130, T139, T140, T141, T142, T152, T153, T158, T162, T165, T166, T188, T238–T239, T244, T245, T246, T247, T252, T254, T255, T256, T364	• I can describe characters in a story, using key details. • I can describe settings in a story, using key details. • I can describe major events in a story, using key details.	characters setting major events key details
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RL.1.4	Identify words and phrases that suggest feelings	TE(3): T156, T263 TE(4): T72, T85, T132, T146, T170, T323, T348, T361, T405, T408, T413, T447, T457 TE(5): T245, T254	• I can identify words in stories or poems that suggest feelings or appeal to the senses. • I can identify phrases in stories or poems that suggest feelings or appeal to the senses.	stories poems feelings appeal to the senses
RL.1.5	Explain differences between books of stories and books of information	SE(1): 184 SE(2): 182 SE(4) 136 SE(5) 92 TE(1): T452 TE(2): T162, T224, T247, T416–T417 TE(4): T232, T268, T443, T496 TE(5): T144, T177, T178, T230, T506	• I can explain major differences between books that tell stories and books that give information. • I can draw on a wide reading of a range of text types.	differences books stories information draw range text types



RL.1.6	Identify who is telling the story	TE(1): T255 TE(3): T151, T176, T188, T198	• I can identify who is telling the story at various points in a text.	identify various points text
RL.1.7	Use illustrations and details to describe characters, setting, or events	TE(1): T327–T330, T427, T432–T437 TE(2): T156, T158–T164, T166, T198, T313–T316, T332–T337, T506–T514 TE(3): T156, T159–T163, T225–T228, T249, T330–T335, T485–T488, T504–T512 TE(4): T42–T44, T60–T67, T228–T230, T334–T343, T492–T494, T510–T517 TE(5): T158, T159, T164, T244–T254, T414–T415, T420, T242, T246, T428, T430, T508–T516	• I can use illustrations and details in a story to describe its characters. • I can use illustrations and details in a story to describe its setting. • I can use illustrations and details in a story to describe its events.	illustration describe characters setting or events



RL.1.9	Compare adventures and experiences of characters	SE(2): 43 TE(2): T46, T55, T62, T66, T68, T78, T100, T158, T507, T509 TE(3): T161 TE(4): T65, T190, 288, T329, T378 TE(5): T188, T198, T288, T462	• I can compare and contrast the adventures of characters in stories. • I can compare and contrast the experiences of characters in stories.	compare adventures experiences characters contrast
RL.1.10	Read prose and poetry of appropriate complexity	SE(1): 50–57, 63–73 SE(2): 16–23, 29–42 SE(5): 51, 229–247 TE(1): T77, T134–T138, T152–T158, T255, T327–T330, T345–T352, T431–T438, T537 TE(2): T40–T44, T58–T66, T137–T140, T155–T164, T182, T265, T313–T316, T322, T331–T338, T399–T402, T439, T487–T490, T505–T514 TE(3): T41–T44, T79, T137–T140, T155–T165, T225–T228, T263, T311–T314, T329–T337, T354, T397–T400, T485–T488, T503–T513 TE(4): T41–T44, T59–T69, T179, T227–T230, T245–T255, T315–T318, T333–T345, T405–T408, T491–T494, T509–T519 TE(5): T81, T139–T142, T157–T165, T225–T228, T243–T255, T315–T318, T353, T401–T404, T419–T429, T489–T492, T506–T516, T529	• I can with prompting and support read prose of appropriate complexity for grade 1. • I can with prompting and support, read poetry of appropriate complexity for grade 1.	prompting support prose appropriate complexity poetry
Reading - Informational text				



RI.1.1	Ask and answer questions about key details	SE(1): 28 SE(3): 106 TE(1): T58, T61, T63, T64 TE(2): T90,T450 TE(3): T61, T242–T243, T244, T247, T419 TE(4): T424, T429 TE(5): T335	• I can ask questions about key details in a text. • I can answer questions about key details in a text	key details text ask answer
RI.1.2	Identify main topic and retell key details	SE(3): 174–175, 198 SE(5): 47, 167 TE(1): T61, T62, T63, T64, T240, T518, T520, T548 TE(3): T324–T325, T349, T410–T411, T423, T425, T426 TE(5): T68, T340, T342	• I can identify the main topic of a text. • I can retell key details of a text	identify retell main topic key details



RI.1.3	Describe the connection between two pieces of information	SE(3): 24–25. 44. 102–103, 121 SE(4): 68–69, 92 TE(1): T499, T523 TE(2): T90, T246, T276, T418, T423, T425, T450 TE(3): T54–T55, T60, T63, T66, T67, T78, T238–239, T246, T249, T250, T416, T527 TE(4): T152–T153, T159, T160, T161, T163, T165, T167, T178 TE(5): T62, T63, T65	• I can describe the connection between two individuals in a text. • I can describe the connection between two events in a text. • I can describe the connection between two ideas in a text. • I can describe the connection between two pieces of information in a text.	describe connection individuals events ideas pieces of information text
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RI.1.4	Ask and answer questions to clarify meanings of words and phrases	TE(1): T43 TE(3): T63, T247, T417 TE(4): T498	• I can ask questions to help determine or clarify the meaning of words and phrases in a text. • I can answer questions to help determine or clarify the meaning of words and phrases in a text.	ask answer questions determine clarify meaning phrases text
RI.1.5	Use various text features to locate key facts/information	SE(1): 216 TE(1): T518, T520, T525, R14 TE(2): T18, T248, R18 TE(3): T50, T420, T423, R20 TE(4): T425, T428, R22 TE(5): T18, T92, T95, T335, T340, R22	• I can know and use various text features to locate key facts in a text. • I can know and use various text features to locate information in a text.	various text features headings tables of contents glossaries electronic menus icons locate facts information text



RI.1.6	Distinguish between information provided by illustrations and words	SE(1): 216 TE(1): T212, T521, T525 TE(2): T245, T419 TE(3): T420, T423 TE(4): T425, T428 TE(5): T335	• I can distinguish between information provided by pictures or other illustrations in a text. • I can distinguish between information provided by the words in a text.	distinguish information provided illustrations text
RI.1.7	Use illustrations and details to describe key ideas	TE(1): T41, T42, T44, T60–T64, T171, T219–T222, T238–T242, T499–T502, T518–T520, , T521, T522–T524 TE(2): T79, T225, T228, T244–T248, T250–T252, T418–T425, T247 TE(3): T60–T66, T244–T249, T416–T421, T423–T424 TE(4): T158–T166, T425 TE(5): T42–T44, T60, T66, T334, T335, T340	• I can use the illustrations in a text to describe its key ideas. • I can use details in a text to describe its key ideas.	illustrations text describe details



RI.1.8	Identify reasons an author gives to support points	SE(1): 216 SE(2): 126, 202 TE(1): 525 TE(2): T245, T247, T253, T416–T417, T419, T427 TE(3): T242–T243, T247, T249, T425 TE(4): T423, T428, T431, T442 TE(5): T60, T61	• I can identify the reasons an author gives to support points in a text.	identify reasons an author support points in a text
RI.1.9	Identify similarities and differences between two texts	SE(4): 216 TE(4): T444	• I can identify basic similarities in two texts on the same topic. • I can identify differences in two texts on the same topic.	identify similarities texts topic illustrations descriptions procedures
RI.1.10	Read informational texts appropriately complex	SE(1): 201–215 SE(2): 183–201 SE(3): 107–120 SE(4): 73–91 SE(5): 29–49 TE(1): T219–T222, T237–T242, T499–T502, T516–T524 TE(2): T225–T228, T243–T252, T416–T426 TE(3): T59–T66, T242–T250, T415–T424 TE(4): T139–T142, T156–T166, T423–T430 TE(5): T41–T44, T58–T68, T333–T340	• With prompting and support, I can read informational texts appropriately complex for grade 1	prompt support informational texts appropriately complex

Reading - Foundational Skills



RF.1.1	Understand basic features of print	TE(1): T40, T68, T80, T90, T100, T142–T143, T163, T163, T175, T185, T195, T227, T247, T258–T259, T269, T279, T334, T420, T422, T443, T454, T465, T474–T475, T506–T507, T528–T529, T540–T541, T550–T551, T560–T561 TE(2): T42, T49, T71, T83, T93, T103 TE(4): T84, T104, T182, T270, T291, T371 TE(5): T48, T84, T94, T146, T168	• I can demonstrate understanding of the organization of print. • I can demonstrate understanding of the basic features of print.	demonstrate understanding organization features of print
RF.1.1a	Recognize features of a sentence	TE(1): T40, T68, T80, T90, T100, T142–T143, T163, T163, T175, T185, T195, T227, T247, T258–T259, T269, T279, T334, T420, T422, T443, T454, T465, T474–T475, T506–T507, T528–T529, T540–T541, T550–T551, T560–T561 TE(2): T42, T49, T71, T83, T93, T103 TE(4): T84, T104, T182, T270, T291, T371 TE(5): T48, T84, T94, T146, T168	• I can recognize the distinguishing features of a sentence.	recognize distinguishing features sentence word capitalization ending punctuation



RF.1.2	Understand spoken words, syllables, and sounds		• I can demonstrate understanding of spoken words. • I can demonstrate understanding of syllables. • I can demonstrate understanding of sounds (phonemes).	demonstrate understanding spoken words syllables sounds (phonemes)
RF.1.2a	Distinguish long from short vowel sounds	TE(3): T520 TE(4): T222, T262, T310–T311, T400	• I can distinguish long from short vowel sounds in spoken single-syllable words.	distinguish long vowel sounds short vowel sounds spoken single-syllable words
RF.1.2b	Orally produce single-syllable words by blending sounds	TE(2): T219, T235, T259, T271, T281, T307, T323, T345, T357, T367, T393, T409, T433, T445, T481, T497, T533 TE(3): T219, T235, T279, T321, T365 TE(4): T35, T75, T485 TE(5): T235, T325, T411, T499	• I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	orally produce single-syllable words blending sounds (phonemes) consonant blends



RF.1.2c	Pronounce initial/medial vowel/final sounds when speaking		• I can isolate and pronounce initial sounds, (phonemes) in spoken single-syllable words. • I can isolate and pronounce medial vowel sounds (phonemes), in spoken single-syllable words. • I can isolate and pronounce final sounds (phonemes) in spoken single-syllable words.	isolate and pronounce initial sounds (phonemes) medial vowel sounds (phonemes) final sounds (phonemes) spoken single-syllable words
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RF.1.2d	Segment spoken single-syllable words into individual sounds		• I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	segment spoken single-syllable words complete sequence individual sounds (phonemes)
RF.1.3	Know and apply grade-level phonics in decoding words		• I can know grade level phonics and word analysis skills in decoding words. • I can apply grade-level phonics and word analysis skills in decoding words.	know apply grade-level phonics word analysis skills decoding words



RF.1.3a	Know the spelling-sound correspondence for consonant digraphs	TE(1): T319, T322–T325, T327, T328, T330, T338–T339, T360–T361, T373, T383 TE(2): T129, T132–T133, T136, T138, T139, T140, T148–T149, T172–T173, T185, T195, T261, T482–T485, T486, T487, T488, T489, T498–T499, T507, T522–T523, T528, T535, T545 TE(3): T36–T37, T42, T43, T52–T53, T74–T75, T87, T97, T217, T220–T223, T224, T225, T227, T228, T236–T237, T258–T259, T271, T281	• I can distinguish long vowels when reading regularly spelled one-syllable words. • I can distinguish short vowels when reading regularly spelled one-syllable words.	distinguish long vowels short vowels regularly spelled one-syllable words
RF.1.3b	Decode one-syllable words		• I can know spelling-sounds correspondences for additional common vowel teams.	know spelling-sound correspondences additional common vowel teams



RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	SE(3): 214–215 SE(4): 108–109 TE(3): T477, T480–T481, T485, T487, T496–T498, T505, T508, T520–T521, T528, T535, T545, TE(4): T36, T37, T38, T40, T43, T52, T53, T89, T99, T134, T136, T138, T140, T150, T174, T175, T186, T187, T196, T197, T222–T223, T224, T225, T226, T228, T229, T238, T240, T262–T263, T275, T285, T307, T310, T312, T313, T317, T326, T352, T353, T365, T375, T400, T401, T402, T403, T406, T416, T438, T450, T460 TE(5): T36–T37, T38–T39, T52–T54, T89, T99, T134–T137, T141, T150, T172, T185, T195, T310–T311, T312–T313, T326–T327, T348–T349, T371, T436	• I can decode regularly spelled two-syllable words with long vowels.	decode regularly spelled two-syllable words long vowels
RF.1.3d	Understand every syllable has a vowel sound to determine syllables in words		• I can decode words with common prefixes • I can decode words with common suffixes.	decode common prefixes common suffixes
RF.1.3e	Decode two-syllable words using basic patterns	TE(2): T172, T411, T446 TE(3): T86, T393, T396, T433	• I can identify words with inconsistent but common spelling-sound correspondences.	Identify Inconsistent Common Spelling-sound correspondences



RF.1.3f	Read words with inflectional endings	TE(1): T84, T94, T137, T458, T468 TE(3): T86, T96, T184, T194, T270, T280, T356, T366, T444, T454 TE(4): T364, T374 TE(5): T88, T98, T360, T370	• I can read words with inflectional endings.	Recognize Grade-appropriate Irregularly spelled words
RF.1.3g	Read grade-appropriate irregularly spelled words	SE(1): 198–199 SE(2): 104–105 TE(1): T514–T515, T531, T534, T546 TE(2): T240–T241, T259, T262, T274		
RF.1.4	Read with accuracy and fluency for comprehension		• I can read with sufficient accuracy to support comprehension • I can read with sufficient fluency to support comprehension	sufficient accuracy support comprehension fluency
RF.1.4a	Read on-level text	SE(1): 200 SE(2): 91 TE(1): T191, T244, T275, T503, T516–T517, T521, T535, T538, T547 TE(2): T155, T164, T175, T178, T505, T508, T537, T557 TE(3): T45, T68, T77, T89, T99, T155, T161, T166, T175, T187, T347, T426, T435 TE(5): T45, T70, T79, T91, T166, T175	• I can read on-level text with purpose and understanding	on-level text purpose understanding



RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression	TE(1): T45, T66, T75, T78, T87, T97, T126, T139, T160, T169, T172, T181, T191, T223, T244, T275, T318, T331, T354, T363, T366, T375, T385, T404, T417, T440, T449, T452, T461, T471, T503, T516, T521, T557 TE(2): T45, T68, T77, T80, T89, T94, T99, T141, T166, T170, T175, T178, T187, T197, T254, T263, T275, T349, T440, T449, T459, T491, T516, T525, T528, T537, T547, T557 TE(3): T80, T89, T99, T175, T178, T187, T261, T264, T273, T283, T347, T350, T359, T369, T438, T477, T489, TE(4): T79, T91, T143, T177, T231, T256, T265, T277, T287, T319, T346, T355, T367, T377, T441 TE(5): T79, T91, T156, T162, T175, T197, T265, T363, T405, T439, T451, T461, T493, T527, T539, T549	• I can read on-level text orally with accuracy on successive readings. • I can read on-level text with appropriate rate on successive readings. • I can read on-level text with expression on successive readings.	on-level text orally with accuracy successive readings appropriate rate expression
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RF.1.4c	Use context to confirm or self-correct word recognition and understanding	TE(1): T87, T97, T172, T181, T191, T275, T385, T471, T557 TE(2): T99, T197, T227, T285, T371, T459, T547 TE(3): T63, T99, T162, T197, T283, T369, T416, T421, T457, T547 TE(4): T101, T199, T287, T377, T463, T551 TE(5): T67, T101, T197, T287, T337, T342, T373, T461, T549	• I can use context to confirm or self-correct word recognition, rereading as necessary. • I can use context to confirm or self-correct understanding, rereading as necessary.	context confirm self-correct, word recognition rereading understanding
Writing				



W.1.1	Write opinion pieces	SE(3): 50–51 TE(3): T108–T117 TE(5): T217, T233, T259, T271, T281, T291	• I can write opinion pieces in which I introduce the topic or name the book I am writing about. • I can write opinion pieces that state an opinion. • I can write opinion pieces that supply a reason for the opinion. • I can write opinion pieces that provide some sense of closure.	write opinion pieces introduce topic state an opinion supply a reason for opinion sense of closure
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W.1.2	Write informative/explanatory texts	TE(4): T33, T131, T307 TE(5): T33, T49, T73, T85, T95, T105, T147, T169, T181,T191, T201, T307, T323, T345, T357, T367, T377	• I can write informative/e xplanatory texts in which I can name a topic. • I can write informative/e xplanatory texts in which I can supply some facets about the topic. • I can write informative/e xplanatory texts in which I provide some sense of closure.	write informative/e xplanatory texts topic facts sense of closure
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W.1.3	Write narratives and recount two or more appropriately sequenced events	SE(3): 126 SE(5): 54–57 TE(3): T33, T49, T71, T83, T93, T103, T233, T255, T264, T267, T277, T287 TE(5): T110–T119, T409, T433, T442, T445, T455, T465, T497, T521, T530, T533, T543, T553	• I can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	narratives recount appropriately sequenced events details regarding what happened temporal words signal event order provide sense of closure
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W.1.5	Focus on a topic and respond to questions and suggestions from peers	TE(1): T195, T389, T475, T561 TE(2): T103, T201, T463 TE(3): T103, T201, T287, T373, T461, T551 TE(4): T49, T73, T85, T95, T105, T323, T349, T361, T371, T381 TE(5): T180, T201, T291, T377, T553	• I can with guidance and support from adults, focus on a topic to strengthen writings as needed. • I can with guidance and support from adults, respond to questions and suggestions from peers to strengthen writing as needed. • I can with guidance and support from adults add details to strengthen writing as needed	guidance support focus topic respond suggestions from peers details strengthen writing
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W.1.6	Use a variety of tools to produce and publish writing		• I can with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	guidance support variety of digital tools produce publish writing
W.1.7	Participate in shared research and writing projects	SE(5): 92 TE(2): T18-T19 TE(4): T18-T19 TE(5): T18-T19, T49, T73, T85, T95, T105, T147, T169, T178, T181, T191, T201	• I can participate in shared research projects. • I can participate in shared writing projects.	participate shared research projects, "how-to" books topic sequence of instructions writing projects
W.1.8	Recall or gather information to answer a question		• I can participate in shared research projects. • I can participate in shared writing projects.	guidance support recall information experiences gather information provided sources answer a question

Speaking and Listening



SL.1.1	Participate in collaborative conversations		I can participate in collaborative conversations with diverse partners about grade 1 to topics and texts with peers and adults in small and larger groups.	participate collaborative conversations diverse partners topics and texts peers, adults small groups large groups
SL.1.1a	Follow agreed-upon rules	TE(1): T101, T463 TE(2): T66, T338 TE(3): T19 TE(4): T68, T254, T467 TE(5): T553	I can follow agreed-upon rules for discussions.	agreed-upon rules for discussion listening with care speaking one at a time topics texts discussion
SL.1.1b	Build on others' talk in conversations	TE(2) T66, T321, T338 TE(3): T164, T336 TE(4): T68, T254, T372	I can build on others' talk in conversations by responding to the comments of others through multiple exchanges.	build on others' talk in conversations responding to comments multiple exchanges



SL.1.1c	Ask questions to clear up any confusion	TE(2): T66 TE(3): T164, T250, T336 TE(4): T68, T254, T344, T381	• I can ask questions to clear up any confusion about the topics and texts under discussion	questions clear up confusion topics texts discussion
SL.1.2	Ask and answer questions about details in a text read aloud	TE(1): T19, T182, T463 TE(2): T19, T90, T145, T463, T514 TE(3): T164, T250, T318, T336, TE(4): T381 TE(5): T377	• Ask and answer questions about key details in a text read aloud • I can ask and answer questions about information presented orally • I can ask and answer about information presented through other media.	ask questions answer questions key details text read aloud information presented orally information presented through other media



SL.1.3	Ask and answer questions about what a speaker says for clarification	TE(1): T463 TE(2): T66, T407 TE(3): T164, T250, T336 TE(4): T68, T254, T344, T518	• I can ask and answer questions about what a speaker says in order to gather additional information. • I can ask and answer questions to clarify something that is not understood.	ask questions about what a speaker says gather additional information clarify something not understood
SL.1.4	Describe things with details, expressing ideas and feelings	TE(1): T358, T463 TE(2): T32, T128, T170, T258, T304, T478 TE(3): T32, T103, T128, T201, T216, T287, T302, T373, T388, T476, T551 TE(4): T48, T49, T130, T147, T202, T218, T306, T370, T380, T381, T396, T482, T555 TE(5): T32, T130, T201, T291, T306, T392, T480, T522, T553	• I can describe people, places, things, and events with relevant details.	describe people places things events relevant details expressing ideas and feelings



SL.1.5	Add visuals to descriptions when appropriate	TE(5): T130, T306	• I can add drawings or other visual displays to descriptions when appropriate to clarify ideas.	drawings visual displays descriptions appropriate clarify ideas thoughts feelings
SL.1.6	Produce complete sentences	TE(1): T305, T421 TE(2): T514 TE(4): T19, T49, T322, T482	• I can produce complete sentences when appropriate to task and situation.	produce complete sentences appropriate task situation specific expectations
Language				



L.1.1	Demonstrate command of English grammar when writing or speaking		• I can demonstrate command of conventions of standard English grammar and usage when writing. • I can demonstrate command of conventions of standard English grammar and usage when speaking.	demonstrate command of the conventions standard English grammar usage writing speaking
L.1.1a	Print all upper- and lowercase letters	TE(1): I2–I41, T73, T167, T251, T361, T447, T533 TE(2): T75, T173, T261, T347, T435, T523 TE(3): T75, T173, T259, T345, T433, T521 TE(4): T77, T175, T263, T353, T439, T527 TE(5): T77, T173, T263, T349, T437, T527	• I can print all upper case letters. • I can print all lower case letters.	print upper-case letters lower-case letters



L.1.1b	Use common, proper, and possessive nouns	TE(2): T144, T168, T180, T190, T200, T232, T256, T268, T278, T288, T494, T518, T559 TE(3): T48, T70, T82, T92, T102, T404, T428, T440, T460	• I can use common nouns. • I can use proper nouns. • I can use possessive nouns.	common nouns proper nouns possessive nouns
L.1.1c	Use singular and plural nouns with matching verbs	TE(5): T168, T180, T190, T232, T270, T408, T432, T454	• I can use singular nouns with matching verbs in basic sentences. • I can use plural nouns with matching verbs in basic sentences.	singular nouns plural nouns matching verbs basic sentences



L.1.1d	Use personal, possessive, and indefinite pronouns	TE(1): T227, T247, T259, T269, T279 TE(3): T232, T254, T266, T276, T286, T318, T340, T352, T362, T372, T440, T450, T460	• I can use personal pronouns. • I can use possessive pronouns. • I can use indefinite pronouns.	personal pronouns possessive pronouns indefinite pronouns
L.1.1e	Use verbs to convey past, present, and future	TE(5): T48, T72, T84, T94, T104, T146, T168, T180, T190, T200, T322, T344, T356, T366, T376, T561	• I can use verbs to convey a sense of past. • I can use verbs to convey a sense of present. • I can use verbs to convey a sense of future.	verbs convey sense of past sense of present sense of future
L.1.1f	Use frequently occurring adjectives	TE(4): T33, T48–T49, T72–T73, T84, T94–T95, T104–T105, T146, T170, T182, T192, T202, T234, T258, T270, T280, T290, T322, T348, T360, T370, T380, T412, T434, T446, T456, T466	• I can use frequently occurring adjectives.	frequently occurring adjectives



L.1.1g	Use frequently occurring conjunctions	TE(3): T266, T276 TE(4): T330–T331, T350, T354, T362, T366, T376	• I can use frequently occurring conjunctions.	frequently occurring conjunctions
L.1.1h	Use determiners	TE(2): T144, T159, T164, T195 TE(4): T330–T331, T350, T354, T362, T366, T376	• I can use determiners.	determiners
L.1.1i	Use frequently occurring prepositions	TE(1): T150–T151, T168, T180, T190, T514–T515, T534 TE(2): T190, T414–T415, T436, T448, T550 TE(3) T326–T327 TE(4): T242–T243, T264, T276, T339 TE(5): T416–T417, T450	• I can use frequently occurring prepositions.	frequently occurring prepositions



L.1.1j	Produce declarative, interrogative, imperative, and exclamatory sentences	TE(1): T34, T48, T50, T68, T70, T80, T82, T90, T92, T100, T195, T420, T442, T454, T464, T474, T506, T528, T540 TE(2): T48, T70, T82, T145, T191, T550 TE(3): T539 TE(4): T84, T94, T104, T105, T117, T118, T182, T202, T270 TE(5): T48, T84, T94, T118, T146, T168, T323, T345, T367, T377	• I can produce and expand complete simple sentences in response to prompts. • I can produce and expand compound declarative sentences in response to prompts. • I can produce and expand interrogative sentences in response to prompts. • I can produce and expand exclamatory sentences in response to prompts.	produce expand complete simple compound declarative interrogative imperative exclamatory sentences response to prompts
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L.1.2	Demonstrate command of capitalization, punctuation, and spelling when writing		• I can demonstrate command of conventions of standard English capitalization when writing. • I can demonstrate command of standard English punctuation when writing. • I can demonstrate command of conventions of standard English spelling when writing.	demonstrate command conventions of standard English capitalization punctuation spelling
L.1.2a	Capitalize dates and names of people	TE(2): T406, T430, T442, T452, T462 TE(3): T48, T70, T82, T92, T102, T144, T168, T180, T190, T200, T341, T429, T517, T559	• I can capitalize dates. • I can capitalize names of people.	demonstrate command conventions standard English capitalization punctuation spelling



L.1.2b	Use end punctuation for sentences	TE(1): T68, T80, T143, T163, T175, T185, T195, T506, T528, T540, T550 TE(2): T145, T181, T191, T201, T541, T551 TE(3): T181, T191 TE(4): T291 TE(5): T118, T181, T191, T201	• I can use end punctuation for sentences.	end punctuation sentences
L.1.2c	Use commas in dates and in a series		• I can use commas in dates. • I can use commas to separate single words in a series.	commas dates separate single words series
L.1.2d	Spell words with common spelling patterns and frequent irregular words	TE(1): T39, T73, T95, T133, T167, T179, T189, T217, T273, T325, T383, T411, T469, T497, T534, T555 TE(2): T39, T76, T97, T135, T173, T195, T223, T262, T311, T347, T397, T485, T545 TE(3): T39, T75, T97, T135, T173, T195, T223, T281, T309, T345, T367, T395, T433, T455, T483, T521, T535, T545 TE(4): T39, T77, T137, T175, T197, T225, T263, T275, T285, T313, T353, T375, T403, T461, T489, T527, T549 TE(5): T39, T77, T99, T137, T173, T195, T223, T263, T285, T313, T349, T371, T399, T438, T459, T487, T525, T547	• I can use conventional spelling words with common spelling patterns. • I can use conventional spelling for words with frequently occurring irregular words.	conventional spelling words with common spelling patterns frequently occurring irregular words



L.1.2e	Spell untaught words phonetically		• I can spell untaught words phonetically, drawing on phonemic awareness. • I can spell untaught words phonetically drawing on spelling conventions.	spell untaught phonetically drawing on phonemic awareness spelling conventions
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L.1.4	Determine meanings of unknown and multiple-meaning words		• I can determine the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • I can clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	determine multiple-meaning words and phrases flexibly array of strategies
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L.1.4a	Use sentence-level context as clues to meanings of words	TE(1): T43, T47, T79, T161, T183, T193, T225, T245, T257, T333, T367, T387, T419, T441, T453, T463, T505, T527, T539, T549 TE(2): T47, T69, T81, T143, T167, T172, T179, T231, T255, T274, T277, T319, T341, T353, T429, T441, T451, T493, T517, T529, T539 TE(3): T47, T63, T69, T81, T143, T162, T167, T179, T231, T253, T265, T317, T339, T351, T361, T371, T403, T427, T439, T491, T515, T529 TE(4): T64, T83, T169, T174, T257, T347, T359, T433, T498, T521, T534, T543, T544 TE(5): T47, T67, T71, T88, T145, T167, T179, T189, T199, T231, T257, T269, T279, T321, T343, T355, T407, T431, T443, T495, T519, T531	• I can use sentence-level context as a clue to the meaning of a word or phrase	sentence-level context clue meaning word phrase
L.1.4b	Use frequent affixes as clues to meanings of words	TE(3): T427	• I can use frequently occurring affixes as a clue for the meaning of a word.	frequently affixes clue meaning of a word
L.1.4c	Identify frequent root words and their inflectional forms	TE(1): T84, T94, T137, T458, T468 TE(3): T86, T96, T184, T194, T270, T280, T356, T366, T427, T444, T454 TE(4): T364, T374 TE(5): T88, T98, T100, T360, T370		



L.1.5	Understand word relationships and nuances in meanings		• I can with guidance and support from adults, demonstrate understanding of words relationships in word meanings. • I can with guidance and support from adults demonstrate understanding of nuances in word meanings.	guidance support demonstrate understanding of word relationships nuances in word meanings
L.1.5a	Sort words into categories	TE(1): T224, T233, T244, T254, T266, T276, T513 TE(2): T268, T278, T279, T287, T288, T461	• I can sort words into categories to gain a sense of the concepts the categories represent.	sort words categories gain sense of the concepts the categories represent



L.1.5b	Define words by category	TE(2): T47, T277, T549 TE(3): T199 TE(5): T103, T463	• I can define words by category. • I can define words by one or more key attributes.	define words category one or more key attributes
L.1.5c	Identify real-life connections between words and their use	TE(1): T47, T67, T79, T89, T99, T141, T161, T173, T183, T193, T225, T245, T257, T267, T277, T333, T355, T367, T377, T387, T419, T441, T453, T473, T505, T527, T539, T549, T559 TE(2): T47, T69, T81, T91, T101, T143, T167, T179, T189, T199, T231, T255, T267, T277, T287, T319, T341, T353, T363, T373, T405, T429, T441, T451, T461, T493, T517, T529, T539, T549 TE(3): T47, T69, T81, T91, T101, T143, T167, T179, T189, T199, T231, T253, T265, T275, T285, T317, T339, T351, T361, T371, T403, T427, T439, T449, T459, T491, T515, T529, T539, T549 TE(4): T47, T71, T83, T93, T103, T145, T169, T181, T191, T233, T257, T269, T279, T289, T321, T347, T359, T369, T379, T411, T433, T445, T455, T465, T497, T521, T533, T543, T553 TE(5): T47, T71, T83, T93, T103, T145, T167, T179, T189, T199, T231, T257, T269, T279, T289, T321, T343, T355, T365, T375, T407, T431, T443, T453, T463, T495, T519, T531, T541, T551	• I can identify real-life connections between words and their use.	Identify Real-life connections between words



L.1.5d	Distinguish shades of meaning among similar verbs and adjectives	TE(3): T541 TE(4): T83, T360, T371 TE(5): T84, T463	• I can distinguish shades of meaning among verbs differing in manner. • I can distinguish adjectives differing in intensity by defining or choosing them or by acting out the meanings.	distinguish shades of meaning among verbs differing in manner adjectives differing in intensity defining or choosing acting out the meaning
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L.1.6	Use words and phrases to signal simple relationships	TE(2): T47 TE(3): T70 TE(4): T71, T330–T331, T348, T354, T366, T434, T500 TE(5): T71, T72, T96, T132, T257, T258, T322, T357, T377, T520, T521	• I can use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. • I can use phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	words acquired through conversations responding to texts frequently occurring conjunctions signal simple relationships phrases
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The CAFE Menu

Linked to 1st Grade Common Core Standards*

Comprehension	Accuracy	Fluency	Expanding Vocabulary
Strategies: Use prior knowledge to connect with text RL.1.4, RI.1.1 Make and adjust predictions; use text to confirm RL.1.1, RL.1.2 Infer and support with evidence RL.1.4, RI.1.7 Make a picture or mental image RL.1.7 Monitor and fix up: check for understanding /back up and reread RL.1.4, RI.1.4 Ask questions throughout the reading process RL.1.1, RI.1.1, RI.1.4 Use text features (titles, headings, captions, graphic features) RI.1.5 Summarize text; include sequence of main events RL.1.2, RI.1.2 Use main idea and supporting details to determine importance RL.1.3, RI.1.2 Determine and analyze author's purpose and support with text RL.1.6, RI.1.8 Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) RL.1.3, RL.1.5, RL.1.7 Recognize and explain cause-and-effect relationships RI.1.1, RI.1.2, RI.1.3 Compare and contrast within and between text RL.1.9, RI.1.3, RI.1.9	Strategies: Abundant easy reading RF.1.4 Look carefully at letters and words RF.1.3 Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense? RI.1.7 Flip the sound RF.1.2 Use the pictures... do the words and pictures match? RL.1.7, RI.1.6, RI.1.7 Use beginning and ending sounds RF.1.2, RF.1.3 Blend sounds; stretch and reread RF.1.2, RF.1.3 Chunk letters and sounds together RF.1.2, RF.1.3 Skip the word, then come back RF.1.3 Trade a word/guess a word that makes sense RF.1.3 Recognize words at sight RF.1.3	Strategies: Voracious reading RF.1.4 Read appropriate-level texts that are a good fit RF.1.4, RL.1.10, RI.1.10 Reread text RF.1.4 Practice common sight words and high-frequency words RF.1.3 Adjust and apply different reading rates to match text RF.1.4 Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) RF.1.4 Read text as the author would say it, conveying the meaning or feeling RF.1.4	Strategies: Voracious reading RF.1.4 Tune in to interesting words and use new vocabulary in speaking and writing L.1.6 Use prior knowledge and context to predict and confirm meaning L.1.4, L.1.5 Use pictures, illustrations, and diagrams L.1.4, L.1.5 Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) L.1.4 Ask someone to define the word for you L.1.5 Use dictionaries, thesauruses, and glossaries as tools L.1.4

CraftPlus® Correlation to the Common Core State Standards Initiative

First Grade

Common Core Language Arts Correlation: *CraftPlus Target Skills are modeled with authentic literature. Take advantage of the reciprocal power of reading and writing by integrating language arts processes. Use these correlations to see how CraftPlus implementation can support all of your language instruction.*

Writing Standards	CraftPlus
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Weeks 19, 26, and 35
2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	Weeks 7-9, 14-18, 32-34, 36
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Weeks 23-27, 35
4. (Not applicable in First Grade).	N/A
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Weeks 1-36
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Reinforced throughout curriculum (See 'Introduction: instructional practices')
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Weeks 17, 32-34, 36
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Weeks 6-9, 17-18, 23-25, 32-34, 36
9. (Not applicable in First Grade).	N/A
10. (Not applicable in First Grade).	N/A
Reading Standards for Literature	CraftPlus
1. Ask and answer questions about key details in a text.	Weeks 3, 7, 11, 12, 15, 26, 27, 35
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Weeks 26, 27, 35

3. Describe characters, settings, and major events in a story, using key details.	Weeks 3, 7, 11, 12, 15, 26, 27, 35
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Weeks 8, 11, 12, 15
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Weeks 14-36
6. Identify who is telling the story at various points in a text.	Week 35
7. Use illustrations and details in a story to describe its characters, setting, or events.	Weeks 7, 11, 12, 15, 26, 27, 35
8. (Not applicable to First Grade).	N/A
9. Compare and contrast the adventures and experiences of characters in stories.	N/A
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Weeks 8, 11, 26, 27
Reading Standards for Informational Text	CraftPlus
1. Ask and answer questions about key details in a text.	Weeks 14, 17, 32, 34, 36
2. Identify the main topic and retell key details of a text.	Weeks 14, 17, 32, 34, 36
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Weeks 14, 17, 32, 34, 36
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Weeks 14, 17, 32, 34, 36
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Weeks 14-16, 32-34
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Weeks 14, 17, 32, 34, 36
7. Use the illustrations and details in a text to describe its key ideas.	Weeks 14, 17, 32, 34, 36
8. Identify the reasons an author gives to support points in a text.	Weeks 14, 17, 32, 34, 36
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Weeks 10, 14, 17, 32, 34, 36

10. With prompting and support, read informational texts appropriately complex for grade 1.	Weeks 10, 14, 17, 32, 34, 36
Speaking and Listening Standards	CraftPlus
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Weeks 1-36
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Weeks 1-36
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Weeks 1-36
c. Ask questions to clear up any confusion about the topics and texts under discussion.	Weeks 1-36
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Weeks 1-36
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Weeks 1-36
4. Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Weeks 1-36
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Reinforced throughout curriculum
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Weeks 2, 5, 7-36
Language Standards	CraftPlus
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Weeks 1-36
a. Print all upper- and lowercase letters.	Weeks 1-36
b. Use common, proper, and possessive nouns.	Indirectly referenced throughout curriculum.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Indirectly referenced throughout curriculum.
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	Weeks 6, 9, 25, 27, 28, 31, 32, 35
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Weeks 2, 5, 7-36
f. Use frequently occurring adjectives.	Referenced throughout curriculum
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Weeks 29, 31, 34
h. Use determiners (e.g., articles, demonstratives).	N/A
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Week 19-20, 22,
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Weeks 8-36
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Weeks 1-36
a. Capitalize dates and names of people.	Weeks 1-36
b. Use end punctuation for sentences.	Weeks 1-36
c. Use commas in dates and to separate single words in a series.	Weeks 7-36
d. Use conventional spelling for words with common spelling patterns and for common irregular words.	Weeks 1-36
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Referenced throughout curriculum.
3. (Not applicable for First Grade).	N/A
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Weeks 3-6, 11, 13,

a. Use sentence-level context as a clue to the meaning of a word or phrase.	N/A
b. Use frequently occurring affixes as a clue to the meaning of a word.	N/A
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	N/A
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Weeks 1-36
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Weeks 3-6, 11, 13
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Weeks 3-6, 11, 13
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Loosely referenced throughout curriculum.
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	Week 11
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Loosely referenced throughout curriculum

The *CraftPlus Writing Curriculum* is comprised of Target Skills that add craft and precision to writing. While Target Skills are taught, modeled, and practiced individually, students apply multiple Target Skills that work together to exhibit the Six Traits of writing in a complete piece. Use this correlation to support the integration of Target Skills into your Six Traits framework. Identify component Target Skills as evidence of each trait in a piece of writing. When seeking specific skills for revising or re-teaching, select skills indicative of the traits you wish to address.

<u>IDEAS AND CONTENT</u>	<u>WORD CHOICE</u>	<u>CONVENTIONS</u>	<u>ORGANIZATION</u>	<u>VOICE</u>	<u>SENTENCE FLUENCY</u>
Prewriting -determining focus Elaboration -clues for inference -embedded definition -specific details Supporting Details -concrete examples -authoritative quote -numbers -definitions -narrative vignette Developing an argument -benefits to the audience -appeal to emotions -appeal to shared values Narrative Skills -create tension -develop the main character -plot -setting -theme	Descriptive Attributes: -age, color, composition, directions, emotions, functions, location, number, senses, special features, state, symmetry, shape, size, temperature, weight Word choice -alliteration -onomatopoeia -hyperbole -personification -pronouns to address the reader -specificity -strong verbs Transitions -addition -comparison -location -progression -place -time Dialogue -dialogue tags -tagless dialogue -dialogue that develops the character	Apostrophe -contractions -possessive nouns Capitalization -first word in sentence -first word in dialogue -proper nouns Colon -business letter salutation -hours/minutes -list End marks -period -exclamation mark -question mark Commas -appositives, dates, dialogue, direct address, in compound/complex sentences -friendly and business letters -series Indent paragraphs -PATS Interjections -followed by comma -followed by exclamation mark Spelling -high frequency words -homophones/confusing pairs -using resources to edit Parts of Speech -adjectives -adverbs -conjunctions -interjections -nouns -prepositions -pronouns -verbs	Pre-Writing / Planning: -graphic organizer -list and clump details -timeline -storyboard -focal event/theme Beginning Technique: -exclamation -onomatopoeia -question -dialogue -direct quote -scenario -idiom -state an opinion -startling fact -addressing reader -relevance of topic Thesis Statement: - <i>I think</i> - <i>I feel</i> - <i>I see</i> -main idea statement -state an opinion -state a position -generalizing from details Introductory Paragraph: -building background -writer's feelings about topic -writer's interest in topic -why topic is addressed -who, what, when, where Ending Technique: -feelings statement -circle back to hook -clincher -exclamation -question -remind the reader of a main point -tell what was accomplished -sum up feelings -where to find more -what changed -what was learned	Voice -asides to the reader -pronouns to address the reader -consistent presentation format -creating tension -pronoun use for point of view -connecting to text	Sentence Variation -extended sentences -clauses and phrases -combined short sentences -sentence structures (simple, compound, complex) -sentence types (declarative, imperative, interrogative, exclamatory) Sentence concepts -fragments -phrases -run-ons -complete sentences Consistency -subject/verb agreement -pronoun/antecedent agreement -consistent tense

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K–5 Correlation to

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- Writing
- Reading
- Listening and Speaking
- Language



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alignment to
Common Core State Standards

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Common Core State Standards Aligning with Kindergarten Unit 1, *Launching the Writing Workshop*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.2	RI.K.1, RI.K.2	SL.K.1, SL.K.4, SL.K.5	L.K.1, L.K.2
2	W.K.2, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2
3	W.K.2, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2
4	W.K.2, W.K.5	RL.K.1	SL.K.1, SL.K.5	L.K.1, L.K.2
5	W.K.2	RFS.K.1, RFS.K.2	SL.K.1, SL.K.6	L.K.1, L.K.2.c,d
6	W.K.2, W.K.5	RI.K.1, RFS.K.1, RFS.K.2	SL.K.1, SL.K.5	L.K.1., L.K.2.c,d, L.1.d,e
7	W.K.2, W.K.5	RI.K.1, RI.K.7	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2.
8	W.K.2, W.K.5	RFS.K.1, RFS.K.2	SL.K.1, SL.K.2, SL.K.6	L.K.1 , L.K.2.
9	W.K.2, W.K.5	RI.K.1	SL.K.1, SL.K.2 , SL.K.5	L.K.1, L.K.2
10	W.K.2	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2.c,d , L.K.6
11	W.K.2, W.K.5, W.K.6, W.1.2	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.1.f, L.K.2.a,c,d
12	W.K.3, W.K.5	RL.K.1, RL.K.2, RFS.K.3, RFS.K.4	SL.K.1, SL.K.4 , SL.K.6	L.K.1, L.K.2
13	W.K.3, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.4	L.K.1, L.K.2
14	W.K.3, W.K.5 , W.1.3	RFS.K.1, RFS.K.2, RFS.K.3, RL.K.3, RL.1.3	SL.K.1	L.K.1, L.K.2
15	W.K.3, W.K.7, W.K.8, W.1.3	RL.K.3, RL.K.5	SL.K.1	L.K.1, L.K.2
16	W.K.3, W.K.5	RFS.K.1, RFS.K.3, RFS.K.4	SL.K.3 , SL.K.6	L.K.1, L.K.2
17	W.K.3, W.K.5, W.K.6 , W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2, L.K.5
18	W.K.3, W.1.3	RL.K.1, RL.K.3	SL.K.1, SL.K.2	L.K.5, L.K.6
19	W.K.3, W.K.5, W.K.6 , W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2
20	W.K.3, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2

*Bold indicates major emphasis

Common Core State Standards Aligning with Kindergarten Unit 2, *Writing for Readers*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2
2	W.K.3, W.1.3	RFS.K.1	SL.K.1	L.K.1, L.K.2, L.1.2.e
3	W.K.3, W.K.5	RL.K.1, RFS.K.7	SL.K.1, SL.K.5, SL.K.6	L.K.2.c,d
4	W.K.3	RL.K.1, RL.1.6	SL.K.1	L.K.1, L.K.2.a,b
5	W.K.3, W.K.5	RFS.K.1	SL.K.1	L.K.1, L.K.2
6	W.K.3, W.K.5, W.K.6, W.1.3	RL.K.1, RL.K.2.b, RL.K.3	SL.K.1	L.K.1.f, L.K.2
7	W.K.3, W.K.5	RFS.K.2d	SL.K.1	L.K.2.c , L.1.2.c
8	W.K.3, W.K.5	RFS.K.3.c	SL.K.1	L.K.1.b,c , L.K.2.c,d, L.1.2.d
9	W.K.3, W.1.3	RFS.K.3.c	SL.K.1, SL.K.4, SL.K.6, SL.1.4	L.K.1 , L.K.4 , L.K.6
10	W.K.3, W.K.5, W.K.6, W.K.7, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2
11	W.K.3, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2
12	W.K.3, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4	SL.K.1	L.K.1, L.K.2
13	W.K.3, W.1.3	RL.K.1, RL.K.2	SL.K.1, SL.K.4 , SL.K.6	L.K.1, L.K.2
14	W.K.3, W.K.5, W.1.5	RL.K.3	SL.K.1, SL.K.2, SL.K.1, SL.K.5, SL.K.6	L.K.1, L.K.2
15	W.K.3	RFS.K.2	SL.K.1	L.K.1, L.K.2.a,c,d
16	W.K.3, W.K.5, W.1.3	RL.K.1, RL.K.2, RL.K.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
17	W.K.3, W.K.5, W.K.6	RFS.K.1, RFS.K.2, RFS.K.3, RL.K.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
18	W.K.3, W.K.5, W.K.6, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2	L.K.1.f, L.K.2.a,c,d
19	W.K.3, W.K.5, W.K.6	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2
20	W.K.3, W.K.6	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4, SL.K.6	L.K.6

*Bold indicates major emphasis

Common Core State Standards Aligning with Kindergarten Unit 3, *How-To Books: Writing to Teach Others*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.2, W.K.5, W.K.8	RI.K.1, RI.K.6, RI.K.9, RI.1.6, RI.1.9	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
2	W.K.2 , W.K.5, W.1.2	RI.K.1	SL.K.1, SL.K.4, SL.K.5	L.K.1.e,f, L.K.2
3	W.K.2 , W.K.5	RI.K.1, RI.K.2 , RFS.K.1, RFS.K.2	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2
4	W.K.2 , W.K.5	RI.K.1	SL.K.1.a, SL.K.2, SL.K.3, SL.K.6	L.K.1.d , L.K.1, L.K.2
5	W.K.2 , W.K.5	RI.K.7, RFS.K.1.b , RFS.K.3.a,b, RFS.1.3.a,b,d,e	SL.K.1, SL.K.5	L.K.1, L.K.2.c,d, L.K.6
6	W.K.2	RFS.K.3.c	SL.K.1	L.K.1., L.K.2
7	W.K.2 , W.K.5, W.1.2	RI.K.1, RFS.K.1.b, RFS.K.3, RFS.1.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2.c,d, L.K.6
8	W.K.2 , W.K.5, W.1.2	RI.K.1, RI.K.7 , RI.1.1, RI.1.7	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
9	W.K.2	RI.K.1	SL.K.1, SL.K.5	L.K.1, L.K.2, L.K.6, L.1.1.j,d
10	W.K.3 , W.K.5, W.K.6, W.K.7, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1 , L.K.2, L.K.5.d , L.K.6
11	W.K.2 , W.K.5, W.1.2	RI.K.1, RI.K.2	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6, L.1.1.j
12	W.K.2 , W.K.5	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.5
13	W.K.2, W.K.8 , W.1.7	RI.K.1	SL.K.1, SL.K.4	L.K.1, L.K.2, L.K.6
14	W.K.2	RI.K.1, RI.K.2	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6
15	W.K.2 , W.K.5, W.1.2	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.6
16	W.K.2	RFS.K.1, RFS.K.3, RFS.1.3	SL.K.1	L.K.1, L.K.2
17	W.K.2 , W.K.5	RI.K.1	SL.K.1	L.K.1, L.K.2
18	W.K.2, W.K.5, W.K.6	RFS.K.1, RFS.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2
19	W.K.2, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.6

*Bold indicates major emphasis

**Common Core State Standards Aligning with Kindergarten Unit 4,
Persuasive Writing of All Kinds: Using Words to Make a Change**

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.1	RI.K.7, RI.K.8, RI.K.10	SL.K.1, SL.K.2 , SL.K.3, SL.K.6	L.K.1, L.K.2
2	W.K.1 , W.K.5, W.1.1	RL.K.2, RI.K.8	SL.K.1 , SL.K.2, SL.K.3	L.K.1, L.K.2, L.K.6
3	W.K.1	RL.K.1, RL.K.2, RL.K.3, RL.K.10, RI.K.8	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6
4	W.K.1, W.K.5 , W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2, SL.K.3, SL.K.4 , SL.K.5	L.K.1, L.K.2
5	W.K.1, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2.c,d
6	W.K.1, W.K.5, W.K.6, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.4, SL.K.5, SL.K.6	L.K.1., L.K.2, L.K.6
7	W.K.1 , W.1.1	RL.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4 , SL.K.5 , SL.K.6	L.K.1, L.K.2, L.K.6
8	W.K.1, W.1.1 , W.K.5	RI.K.1 , RI.K.8 , RI.K.10	SL.K.1, SL.K.3, SL.K.4, SL.K.5	L.K.1 , L.K.2
9	W.K.1, W.K.8, W.1.1	RI.K.2	SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
10	W.K.1 , W.1.1	RI.K.1	SL.K.1, SL.K.3	L.K.5, L.K.6
11	W.K.1 , W.K.5, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3	L.K.1, L.K.2
12	W.K.1, W.K.5, W.K.8, W.1.1	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.6
13	W.K.1, W.K.2 , W.K.8 , W.1.1, W.1.2	RI.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
14	W.K.1, W.K.2 , W.K.8 , K.1.2	RI.K.1	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.6
15	W.K.1, W.K.2 , W.K.5, W.1.1, W.1.2	RI.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
16	W.K.1, W.K.5	RFS.K.1, RFS.K.3, RFS.1.3	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2 , L.K.6
17	W.K.1, W.K.5, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.6	L.K.1, L.K.2, L.K.6
18	W.K.1, W.K.5, W.1.1	RFS.K.1 , RFS.K.2, RFS.K.3	SL.K.1, SL.K.5	L.K.1 , L.K.2
19	W.K.6	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.6	L.K.6

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 1 Unit 1, *Small Moments*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3, W1.8	RL.1.1	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
2	W.1.3, W.1.5	RL.1.7, RFS.1.1, RFS.1.2, RFS.1.3	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
3	W.1.3, W.2.3, W.1.5	RL.1.7	SL.1.1, SL.1.2 , SL.1.5	L.1.1, L.1.2
4	W.1.3	RFS.1.2.c,d , RFS.1.3	SL.1.1	L.1.1, L.1.2.d,e
5	W.1.3, W.1.5	RL.1.1	SL.1.1, SL.1.2	L.1.1, L.1.2
6	W.1.3, W.1.5	RL.1.1	SL.1.1, SL.1.2, SL.1.3, SL.1.4	L.1.1, L.1.2
7	W.1.3, W.1.5	RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1	L.1.1, L.1.2.d,e
8	W.1.3, W.2.3	RL.1.1, RL.1.3	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
9	W.1.3, W.1.5	RL.1.1	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
10	W.1.3, W.2.3, W.1.5	RL.1.1, RL.1.3, RL.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5.c,d
11	W.1.3, W.1.5	RL.1.3	SL.1.1, SL.1.4	L.1.1, L.1.2
12	W.1.3	RFS.1.2, RFS.1.3	SL.1.1	L.1.1, L.1.2.d,e
13	W.1.3	RFS.1.4.a,b	SL.1.1	L.1.1.j, L.1.2.b
14	W.1.3, W.1.7	RL.1.1, RL.1.4	SL.1.1, SL.1.2	L.1.1, L.1.2, L.1.6
15	W.1.3, W.1.5	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2, L.1.5.d
16	W.1.3, W.1.5	RL.1.1, RL.1.4, RFS.1.4.b	SL.1.1, SL.1.6	L.1.1, L.1.2
17	W.1.3	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2
18	W.1.3, W.1.5	RFS.1.1, RFS.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5	L.1.1, L.1.2
19	W.1.3, W.1.5	RFS.1.2	SL.1.1	L.1.1, L.1.2.b,d,e
20	W.1.3, W.1.5, W.1.6	RFS.1.1, RFS.1.4.b	SL.1.1, SL.1.5	L.1.1, L.1.2
21	W.1.3	RFS.1.4.b	SL.1.1	L.1.6

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 1 Unit 2, *Nonfiction Chapter Books*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.2, W.1.5, W.1.7	RI.1.1, RFS.1.1	SL.1.1, SL.1.4, SL.1.5 , SL.1.6	L.1.1, L.1.2
2	W.1.2, W.1.5	RI.1.6, RI.1.7, RFS.1.1	SL.1.1, SL.1.4, SL.1.5 , SL.1.6	L.1.1, L.1.2
3	W.1.2, W.2.2	RI.1.1, RI.1.4	SL.1.1, SL.1.2 , SL.1.3	L.1.1, L.1.2, L.1.4, L.1.6
4	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6, RI.1.7	SL.1.1 , SL.1.5 , SL.1.6	L.1.1, L.1.2, L.1.5.a
5	W.1.2, W.1.5	RI.1.6, RFS.1.1, RFS.1.2.b,c,d	SL.1.1	L.1.1.a, L.1.2, L.1.6
6	W.1.2, W.1.5	RI.1.1, RI.1.4, RI.1.6, RFS.1.2, RFS.1.3	SL.1.1 , SL.1.2	L.1.1, L.1.2.e , L.1.6
7	W.1.2, W.1.5, W.1.7, W.2.2	RI.1.1, RI.1.2, RI.1.5	SL.1.1, SL.1.2	L.1.1, L.1.2
8	W.1.2, W.1.5	RFS.1.2, RFS.1.3	SL.1.1	L.1.1 , L.1.2
9	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6	SL.1.1	L.1.1, L.1.2, L.1.5
10	W.1.2, W.1.5	RI.1.5	SL.1.1, SL.1.4 , SL.1.5 , SL.1.6	L.1.1, L.1.2
11	W.1.2	RI.1.1	SL.1.1, SL.1.4, SL.1.6	L.1.1.g, L.1.2, L.1.5.
12	W.1.1, W.1.2 , W.1.3, W.1.5	RI.1.1	SL.1.1, SL.1.5	L.1.1, L.1.2
13	W.1.2, W.1.7	RI.1.1, RI.1.2	SL.1.1	L.1.1, L.1.2
14	W.1.2, W.1.5	RI.1.10 , RFS.1.4	SL.1.1	L.1.1.d,g , L.1.2.c.d.e
15	W.1.2, W.1.5	RI.1.1, RI.1.5, RI.1.7	SL.1.1, SL.1.4 , SL.1.5, SL.1.6	L.1.1, L.1.2
16	W.1.2, W.1.6, W.1.8	RI.1.7 , RI.1.10	SL.1.1 , SL.1.2 , SL.1.4 , SL.1.5	L.1.1, L.1.2
17	W.1.2, W.1.5	RFS.1.4	SL.1.1	L.1.1.j, L.1.2.b,c
18	W.1.2, W.1.5	RFS.1.1, RFS.1.4.a	SL.1.1, SL.1.5	L.1.1, L.1.2, L.1.5
19	W.1.2, W.1.5	RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1, SL.1.5	L.1.1 , L.1.2
20	W.1.2	RFS.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 1 Unit 3, *Writing Reviews*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.1, W.2.1	RI.1.8	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5.a
2	W.1.1, W.1.5, W.2.1	RI.1.8	SL.1.1, SL.1.2, SL.1.4	L.1.1.g, L.1.2
3	W.1.1, W.1.5, W.2.1	RI.1.1, RI.1.8, RL.1.1, RFS.1.2, RFS.1.3	SL.1.1, SL.1.2	L.1.1, L.1.2
4	W.1.1, W.2.1	RFS.1.3.g	SL.1.1, SL.1.2, SL.1.3	L.1.1.g,j , L.1.2, L.1.6
5	W.1.1, W.1.5, W.2.1	RI.1.8	SL.1.1	L.1.1, L.1.2
6	W.1.1, W.1.5 , W.2.1	RI.1.1, RI.1.8, RFS.1.4	SL.1.1, SL.1.3	L.1.1, L.1.2
7	W.1.1, W.1.5 , W.2.1	RFS.1.1, RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
8	W.1.1, W.1.7	RI.1.1, RI.1.8	SL.1.1	L.1.1, L.1.2, L.1.6
9	W.1.1, W.1.5	RFS.1.4	SL.1.1, SL.1.4	L.1.1.d, L.1.2, L.1.6
10	W.1.1, W.1.3, W.1.5, W.2.1	RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
11	W.1.1, W.1.5, W.2.1	RL.1.4	SL.1.1	L.1.1, L.1.2
12	W.1.1, W.1.5	RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1, SL.1.2	L.1.1, L.1.2
13	W.1.1, W.1.5, W.1.6	RI.1.2, RI.1.3	SL.1.1, SL.1.4	L.1.1, L.1.2
14	W.1.1, W.1.3, W.2.1	RL.1.1, RL.1.2, RL.1.3, RL.1.9	SL.1.1	L.1.1, L.1.2
15	W.1.1 , W.1.5	RL.1.1, RL.1.2, RL.1.3	SL.1.1, SL.1.3	L.1.1, L.1.2
16	W.1.1, W.1.5 , W.2.1	RL.1.1, RL.1.2	SL.1.1, SL.1.2, SL.1.3 , SL.1.4, SL.1.6	L.1.1.g,j, L.1.2.b,d,e, L.1.6, L.2.1.f
17	W.1.1, W.1.5 , W.2.1	RI.1.8, RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
18	W.1.1, W.1.2, W.1.6	RFS.1.4	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.2

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 1 Unit 4, *From Scenes to Series: Writing Fiction*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3, W.1.8	RL.1.1, RL.1.3, RL.1.10, RL.2.3	SL.1.1, SL.1.4	L.1.1, L.1.2
2	W.1.3, W.1.5, W.1.8, W.2.3	RL.1.1, RL.1.3, RL.2.3	SL.1.1	L.1.1, L.1.2
3	W.1.3, W.2.3	RL.1.1, RL.1.3, RL.2.3	SL.1.1, SL.1.4	L.1.1, L.1.2
4	W.1.3, W.1.5, W.2.3	RFS.1.2, RFS.1.3	SL.1.1, SL.1.2	L.1.1, L.1.2.d,e, L.1.5, L.1.6
5	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.2, RL.1.3	SL.1.1	L.1.1, L.1.2
6	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.2, RL.1.3, RL.1.10	SL.1.1, SL.1.2, SL.1.4	L.1.1, L.1.2
7	W.1.3, W.1.5, W.1.8, W.2.3	RL.1.1, RL.1.2, RL.1.3, RL.1.10	SL.1.1, SL.1.5	L.1.1, L.1.2.a
8	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.3, RL.1.4, RFS.1.1, RFS.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.2
9	W.1.3, W.1.5, W.1.7, W.1.8, W.2.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10	SL.1.1	L.1.1, L.1.2
10	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.3, RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
11	W.1.3, W.1.5, W.1.8, W.2.3	RL.1.1, RL.1.2, RL.1.3	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
12	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.3, RL.1.4, RL.1.7	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5, L.1.6
13	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.3, RL.2.5	SL.1.1	L.1.1, L.1.2
14	W.1.3, W.1.5, W.1.7, W.1.8, W.2.3	RL.1.1, RL.1.4	SL.1.1, SL.1.2	L.1.1, L.1.2
15	W.1.3, W.1.5, W.1.8, W.2.3	RL.1.1, RL.1.3	SL.1.1	L.1.1, L.1.2
16	W.1.3, W.1.5, W.2.3	RL.1.1, RFS.1.1, RFS.1.4	SL.1.1, SL.1.6	L.1.1.j,g, L.1.2.b
17	W.1.3, W.1.5, W.2.3	RL.1.1, RL.1.4, RL.1.7	SL.1.1, SL.1.5	L.1.1, L.1.2
18	W.1.3, W.1.5	RL.1.1	SL.1.1	L.1.1, L.1.2
19	W.1.3, W.1.5, W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
20	W.1.3, W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2

*Bold indicates major emphasis

**Common Core State Standards Aligning with Grade 2 Unit 1,
Lessons from the Masters: Improvising Narrative Writing**

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.3, W.2.8, W.2.10	RL.2.1, RL.2.5, RL.2.10, RL.3.1	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.3.3.c
2	W.2.3	RL.2.1	SL.2.1.a	L.2.1, L.2.2, L.2.3
3	W.2.3	RL.2.1, RL.2.5, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
4	W.2.3, W.2.5, W.3.3.a	RL.2.1, RL.2.3, RL.2.4, RL.2.7	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5
5	W.2.3, W.2.5	RL.2.1, RL.2.5	SL.2.1, SL.2.2	L.2.1, L.2.2, L.2.3
6	W.2.3, W.2.5	RFS.2.4	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3
7	W.2.3, W.2.5, W.3.3.b, W.3.10	RL.2.1	SL.2.1	L.2.1, L.2.2, L.2.3
8	W.2.3, W.2.5	RL.2.1, RL.2.2, RL.2.4, RL.2.10, RL.3.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
9	W.2.3, W.2.5, W.2.7, W.2.8	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.3.3	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5, L.3.5.a
10	W.2.3, W.2.5, W.3.3	RL.2.3, RL.2.4, RL.3.3	SL.2.1, SL.2.2, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
11	W.2.3, W.2.5	RL.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6, L.3.3.a
12	W.2.3, W.2.5, W.3.10	RL.2.4, RFS.2.4	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
13	W.2.3, W.2.5, W.3.3.b	RL.2.3, RL.2.4, RFS.2.4, RL.3.3	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6, L.3.3.a
14	W.2.3, W.2.5	RL.2.7	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3, L.2.6
15	W.2.3, W.2.7, W.2.8	RL.2.1, RL.2.3, RL.2.4, RL.2.10, RFS.2.4, RL.3.3	SL.2.1, SL.2.6	L.2.1, L.2.2, L.2.3
16	W.2.3, W.2.5, W.3.3	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6
17	W.2.3, W.2.5, W.2.8	RL.2.1, RL.2.3, RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6
18	W.2.3, W.2.5	RL.2.4, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3
19	W.2.3, W.2.5	RFS.2.3	SL.2.1	L.2.1, L.2.2, L.2.3
20	W.2.3	RFS.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 2 Unit 2, *Lab Reports and Science Books*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.2, W.2.7, W.3.7	RI.2.1, RI.3.1	SL.2.1, SL.2.2, SL.2.4, SL.3.4	L.2.1.e, L.2.2, L.2.3, L.2.5.b, L.2.6, L.3.6
2	W.2.2, W.2.7, W.2.8	RI.2.1, RI.2.6, RI.2.7, RI.3.1	SL.2.1, SL.2.2, SL.2.4, SL.3.4	L.2.1, L.2.2, L.2.3, L.2.5.b, L.2.6
3	W.2.2, W.2.5, W.2.7, W.2.8, W.3.4	RI.2.1, RI.3.1	SL.2.1, SL.3.1.b	L.2.1, L.2.2, L.2.3, L.2.6
4	W.2.2, W.2.5, W.2.8, W.3.2.d	RI.2.6, RI.2.8, RI.3.8	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3
5	W.2.2, W.2.7, W.2.8, W.3.8	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.3.1, RI.3.2, RI.3.3	SL.2.1, SL.2.2, SL.2.3, SL.3.3	L.2.1, L.2.2, L.2.3, L.2.4.a.d, L.2.6, L.3.6
6	W.2.2, W.2.5, W.2.6	RI.2.1, RI.2.10	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
7	W.2.2, W.2.7, W.3.2.a.b, W.3.7	RI.2.4, RI.2.7, RI.3.4	SL.2.1, SL.2.2, SL.3.1	L.2.1, L.2.2, L.2.3
8	W.2.2, W.2.8, W.3.4	RI.2.6, RI.2.7, RI.3.7	SL.2.1, SL.2.2	L.2.1, L.2.2, L.2.3, L.2.5
9	W.2.2, W.2.8	RI.2.1, RI.2.3, RI.2.9	SL.2.1, SL.2.3, SL.2.4, SL.3.4	L.2.1, L.2.2, L.2.3, L.2.6
10	W.2.2, W.2.7, W.3.5, W.3.7, W.3.10	RI.2.1, RI.2.5, RI.2.7	SL.2.1, SL.2.4, SL.3.1, SL.3.4	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
11	W.2.2, W.2.5, W.3.2.b	RI.2.4	SL.2.1	L.2.1.e, L.2.2, L.2.3, L.2.4.e, L.2.5, L.2.6, L.3.6
12	W.2.2, W.2.5, W.3.4, W.3.5	RI.2.1, RI.2.5	SL.2.1, SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3
13	W.2.2, W.2.5	RI.2.5	SL.2.1, SL.2.2, SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3, L.2.6
14	W.2.2, W.2.8	RI.2.6, RI.2.7, RI.3.7	SL.2.1	L.2.1, L.2.2, L.2.4.a, L.2.5, L.2.6
15	W.2.2, W.2.5, W.3.2.b,c, W.3.3.b	RI.2.6	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
16	W.2.2, W.2.5, W.3.2.a,b	RI.2.7	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
17	W.2.2, W.2.5, W.3.2.a,d, W.3.5	RI.2.2, RI.2.6	SL.2.1, SL.2.3, SL.3.3	L.2.1, L.2.2, L.2.3, L.2.6
18	W.2.2, W.2.5, W.3.5	RFS.2.3, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.3.2.g
19	W.2.2, W.2.6, W.3.8, W.3.10	RFS.2.4	SL.2.1, SL.2.3, SL.2.5, SL.2.6, SL.3.5	L.2.1, L.2.2, L.2.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 2 Unit 3, *Writing About Reading*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.1	RL.2.1, RL.2.3 , RL.2.10, RL.3.2, RL.3.3	SL.2.1, SL.2.4	L.2.1, L.2.2.b , L.2.3
2	W.2.1	RL.2.1 , RL.2.2, RL.2.3, RL.3.1 , RL.3.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
3	W.2.1	RL.2.1, RL.2.3, RL.2.7 , RL.3.1, RL.3.3, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3
4	W.2.1, W.2.5	RL.2.1 , RL.2.2, RL.2.3, RL.3.1 , RL.3.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
5	W.2.1	RL.2.1, RL.3.1	SL.2.1	L.2.1, L.2.2, L.2.3
6	W.2.1, W.2.5	RFS.2.3	SL.2.1	L.2.1, L.2.2, L.2.3
7	W.2.1, W.3.1.a	RL.2.1 , RL.2.2, RL.2.3, RL.2.7, RL.3.1 , RL.3.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
8	W.2.1	RL.2.1 , RL.2.2, RL.2.4, RL.2.7, RFS.2.4, RL.3.1	SL.2.1	L.2.1, L.2.2, L.2.3
9	W.2.1, W.2.5, W.3.1.c	RL.2.1 , RL.2.3, RL.3.1 , RL.3.3	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
10	W.2.1, W.2.5	RL.2.4	SL.2.1	L.2.1, L.2.2.a , L.2.3, L.3.2.a , L.3.3
11	W.2.1, W.2.5, W.2.6	RL.2.1, RL.2.4, RL.2.7	SL.2.1, SL.2.2 , SL.2.4, SL.2.5 , SL.2.6	L.2.1, L.2.2, L.2.3
12	W.2.1	RL.2.1 , RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.10, RL.3.1	SL.2.1	L.2.1, L.2.2, L.2.3
13	W.2.1, W.2.5	RL.2.1 , RL.2.2, RL.2.3, RL.2.4, RL.3.1	SL.2.1	L.2.1, L.2.2, L.2.3, L.3.2
14	W.2.1, W.2.5 , W.2.7, W.2.8	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.3.9	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6, L.3.3.a
15	W.2.1, W.2.5 , W.3.1	RL.2.1, RFS.2.4, RL.3.1	SL.2.1, SL.2.2	L.2.1.f , L.2.2, L.2.3, L.3.1.i
16	W.2.1, W.2.5, W.3.1.a.d	RL.2.4, RL.2.5	SL.2.1, SL.2.2, SL.3.3	L.2.1, L.2.2, L.2.3
17	W.2.1, W.2.5	RFS.2.3, RFS.2.4	SL.2.1, SL.2.4 , SL.2.6	L.2.1, L.2.2, L.2.3
18	W.2.1, W.2.5	RFS.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3
19	W.2.1, W.2.6	RFS.2.4	SL.2.1, SL.2.4, SL.2.6 , SL.2.5	L.2.1, L.2.2, L.2.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 2 Unit 4, *Poetry: Big Thoughts in Small Packages*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.5, W.2.8, W.3.10	RL.2.4, RL.2.10	SL.2.1, SL.2.2, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3
2	W.2.5, W.3.4, W.3.10	RL.2.4, RL.2.5, RL.2.10, RFS.2.4, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a, L.2.6
3	W.2.3, W.2.5, W.3.3.b	RL.2.1, RL.2.4, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
4	W.2.3, W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
5	W.2.5	RL.2.4, RL.2.10, RFS.2.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
6	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
7	W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
8	W.2.5	RL.2.4, RL.2.6, RL.2.10, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
9	W.2.5	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
10	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
11	W.2.5	RL.2.4, RL.2.5, RL.2.10, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
12	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.5, RL.2.10, RFS.2.4, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
13	W.2.3, W.2.5	RL.2.4, RL.2.5, RL.2.10, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
14	W.2.5	RL.2.6, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
15	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
16	W.2.5	RL.2.4, RL.2.10, RFS.2.3, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
17	W.2.6	RL.2.10, RFS.2.3, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 3 Unit 1, *Crafting True Stories*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.5, W.3.8, W.3.10	RL.3.5, RL.3.1	SL.3.1.a,b,c,d	L.3.6
2	W.3.3.a,b, W.3.4, W.3.5, W.3.10	RL.3.5	SL.3.1.a,b,c,d	L.3.6, L.3.1
3	W.3.3.a, b,c,d, W.3.4, W.3.5, W.3.10	RL.3.5	SL.3.1	L.3.6
4	W.3.3.a,b,c, W.3.4, W.3.8, W.3.5, W.4.9.a, W.4.3.d	RL.3.5, RL.3.2, RL.3.1., RFS.3.4, RL.4.2	SL.3.1	L.3.3.a,b, L.3.6, L.3.1, L.4.3.a
5	W.3.3.a,b,c, W.3.4, W.3.5	RL.3.1, RL.3.3, RL.3.4	SL.3.1, SL.3.6	L.3.1. i, L.3.3.a,b, L.3.6
6	W. 3.3.a,b,c, W.3.4, W.3.5	RFS.3.3	SL.3.1	L.3.2.e,f,g, L.3.1i, L.3.6
7	W.3.10, W.3.3.a,b,c,d, W.3.4, W.3.5, W.3.8, W.4.3.a	RL.3.4, RL.3.5, RL.3.7	SL.3.6, SL.3.4, SL.3.6, SL.4.4	L.3.3.a,b , L.3.6, L.3.1
8	W.3.3.a, W.3.4, W.3.10, W.3.5	RL.3.1, RL.3.3, RFS.3.4	SL.3.1, SL.3.4, SL.4.4	L.3.6, L.3.1
9	W.3.3.b,c, W.3.5, W.4.3.d	RL.3.4, RL.3.5, RL.3.7, RL.4.2, RL.4.4	SL.3.1.c,d	L.3.3, L.3.5.a,b,c
10	W.3.3.a,b,c, W.3.4, W.3.5 , W.4.3.c,d	RL.3.3, RL.4.3	SL.3.6	L.3.3.a,b, L.3.1
11	W.3.3.a,b,c,d, W.3.4, W.3.5 , W.3.10, W.4.2.a, W.4.3.a,b,c,d	RL.3.3	SL.3.1.a,b,c,d	L.3.2.c
12	W.3.3.a,b,c, W.3.5 , W.3.10, W.3.4, W.4.4	RL.3.3	SL.3.6, SL.3.3	L.3.1, L.3.2, L.3.3
13	W.3.5 , W.3.3.b, W.4.3.b, W.3.4	RL.3.5	SL.3.1, SL.3.6	L.3.2.c,e,f, L.3.3.a,b
14	W.3.3.a,b,c, W.3.4, W.3.8, W.3.10, W.3.5, W.4.3.b	RL.3.5, RL.4.6	SL.3.1	L.3.2.c,e,f, L.3.3.a,b , L.3.6
15	W.3.3.a,b,c, W.3.5 , W.3.10, W.4.3.b	RL.3.5	SL.3.6	L.3.3.a,b
16	W.3.5, W.3.3b, W.4.3.b,d	RL.3.5	SL.3.6	L.3.2.c,e,f,g, L.3.3.a,b , L.3.6, L.4.3.b
17	W.3.3.a,b,c, W.3.5, W.3.10	RL.3.1, RFS.3.4	SL.3.1.a,b,c,d, SL.3.6	L.3.2.c, L.3.3.a,b , L.3.1, L.3.6, L.4.6
18	W.3.3.d , W.3.4, W.3.10, W.3.5, W.4.3.e	RL.3.3, RL.3.4	SL.3.1.a,b,c,d, SL.3.6	L.3.1.,e,f, L.3.3. a,b
19	W.3.5 , W.3.10, W.3.4, W.4.4	RL.3.1	SL.3.1.a,b,c,d, SL.3.6	L.3.1.b,d,e,i, L.3.2.c,e,f,g , L.4.1.a
20	W.3.4, W.3.5	RL.3.1, RL.3.3	SL.3.1.a,b,c,d, SL.3.6, SL.3.4	L.3.6, L.3.1

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 3 Unit 2, *Informational Writing*

Sessions	Writing Standards	Reading Standards	Speaking & Listening, Standards	Language, Standards
1	W.3.2.a,b , W.3.4, W.3.5, W.3.8, W.3.10, W.4.2.a,b	RI.3.3	SL.3.1, SL 3.3 , SL 3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
2	W.3.2.a,b , W.3.4 , W.3.5 , W.3.10, W.4.2.a,b	RI.3.2, RI.3.4, RI.3.8	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
3	W.3.2.a,b , W.3.4 , W.3.5, W.3.8, W.3.10 , W.4.2.a,b	RI.3.3, RI.3.8	SL.3.1, SL.3.3, SL.3.6	L.3.1, L.3.2, L.3.3
4	W.3.2 , W.3.4, W.3.5 , W.3.10 , W.4.2	RI.3.8	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	W.3.2.a,b , W.3.4 , W.3.5 , W.4.2.a,c,d	RI.3.5, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
6	W.3.2.a,b,c, W.3.4, W.3.5 , W.3.8, W.4.2.b,c	RI.3.1, RI.3.2, RI.3.10, RFS.3.4	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.4, L.3.6
7	W.3.2.a,b,c , W.3.4, W.3.5, W.3.7, W.4.2.a,b,c	RI.3.3, RI.3.8, RI.3.10, RFS.3.3	SL.3.6	L.3.1, L.3.2.e,f,g , L.3.4.d, L.3.6
8	W.3.2. , W.3.5 , W.4.2.	RI.3.4	SL.3.1, SL.3.3, SL.3.6	, L.3.1, L.3.2, L.3.3.a, L.3.6
9	W.3.2, W.3.5 , W.3.7, W.3.8, W.3.10	RI.3.4, RI.3.8, RI.3.10	SL.3.1, SL.3.2	L.3.1, L.3.2, L.3.3.a, L.3.6
10	W.3.2 , W.3.5	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
11	W.3.2.a,d , W.3.5, W.3.7, W.4.2.a,e	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
12	W.3.2. , W.3.5, W.4.2	RI.3.1	SL.3.1, SL.3.3	L.3.1, L.3.2, L.3.3
13	W.3.2 , W.3.5	RI.3.1, RI.3.6	SL.3.1	L.3.1.h,i, L.3.2, L.3.3, L.4.1.f
14	W.3.2, W.3.5, W.3.6, W.3.10, W.4.2.d	RI.3.1, RI.3.5 , RI.3.7 , RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.4.d
15	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2	SL.3.1	L.3.1, L.3.2, L.3.3
16	W.3.2, W.3.5 , W.4.2.a	RI.3.8	SL.3.1	L.3.1.f, L.3.2, L.3.3
17	W.3.2, W.3.4, W.3.5, W.3.8, W.3.10	RI.3.2	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
18	W.3.2, W.3.5, W.3.10	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3.a, L.3.6
19	W.3.2 , W.3.4	RI.3.1, RI.3.4, RI.3.8, RI.3.10	SL.3.1., SL.3.3	L.3.1, L.3.2, L.3.3
20	W.3.2 , W.3.5	RI.3.1	SL.3.1	L.3.1, L.3.2, L.3.3
21	W.3.2, W.3.6	RFS.3.4	SL.3.1 , SL.3.6	L.3.1, L.3.2, L.3.3

* Bold indicates major emphasis

Common Core State Standards Aligning with Grade 3 Unit 3, *Changing the World*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.1a,b , W.3.5, W.3.10, W.4.1.a,b , W.4.10		SL.3.1	L.3.4, L.3.6
2	W.3.1.a,b , W.4.1.a,b	RFS.3.4	SL.3.1	L.3.1
3	W.3.1.a,b,c,d , W.3.4, W.3.10 , W.4.1.a,b,c,d , W.4.2c, W.4.3d, W.4.4	RI.3.10, RFS.3.4	SL.3.1	L.3.1.g, L.3.2.e,f,g, L.3.3.a, L.3.4, L.3.6
4	W.3.1.a,b , W.3.5, W.3.10, W.4.1.a,b	RFS.3.4	SL.3.1	L.3.3.a
5	W.3.1.a,b,c,d , W.3.5 , W.4.1.a , W.4.2.d, W.4.5		SL.3.1	L.3.2.e,f,g , L.3.4.d, L.3.6
6	W.3.1.a,b,c,d , W.3.5, W.4.1.a,c,d , W.4.5	RI.3.10, RFS.3.4	SL.3.1	L.3.2.e,f,g, L.3.3a
7	W.3.1.a,b , W.3.7, W.3.8, W.4.1.a,b , W.4.7		SL.3.1, SL.4.2	L.3.1, L.3.6
8	W.3.1.b, W.3.5, W.3.8, W.4.1.a,b		SL.3.1	L.3.1
9	W.3.1.a,b, W.3.4, W.4.1.a, W.4.3.d		SL.3.1	L.3.1.e, L.3.3.a, L.4.3.a
10	W.3.1.a,b , W.3.4, W.3.5 , W.4.1.b		SL.3.1	L.3.3.a
11	W.3.1.a,b,c , W.3.2.c , W.3.3.c , W.3.10, W.4.1.a,b,c , W.4.2.a	RFS.3.4	SL.3.1	L.3.1
12	W.3.5 , W.4.2.d	RFS.3.4	SL.3.1, SL.3.2 , SL.3.3	L.3.3.a , L.4.3.a
13	W.3.1.a,b,c,d, W.3.4, W.3.6 , W.4.1.a,b,c,d		SL.3.1, SL.3.4	L.3.1, L.3.2
14	W.3.1.a,b,c,d , W.3.4, W.3.10, W.4.1.a,b, W.4.4	RI.3.8, RI.3.10, RFS.3.4	SL.3.1, SL.3.2	L.3.1, L.3.6
15	W.3.1.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.1.a,b,c,d		SL.3.1	L.3.1
16	W.3.1.a,b,c,d, W.3.5 , W.4.1.b, W.4.7		SL.3.1	L.3.1.i, L.3.2.c
17	W.3.1.a,d , W.3.5, W.4.1.a,d		SL.3.1	L.3.1
18	W.3.1.a,b,c,d, W.3.5 , W.4.1.a,b,c,d, W.4.4	RI.3.10, RFS.3.4	SL.3.1	L.3.2.e,f,g, L.3.3a
19	W.3.1.a,b,c,d, W.4.1.a,b,c,d		SL.3.1	L.3.1, L.3.2
20	W.3.1.a,b,c,d, W.3.5 , W.3.6, W.3.7 , W.3.8, W.3.10, W.4.1.a,b,c,d, W.4.2.d, W.4.8	RI.3.10, RFS.3.4	SL.3.1	L.3.6
21	W.3.1.a,b,c,d, W.3.5, W.3.6, W.3.7 , W.3.8, W.4.1.a,b,c,d	RI.3.10, RFS.3.4	SL.3.1	L.3.1
22	W.3.1.a,b,c,d, W.3.5 , W.3.6, W.4.2.a	RFS.3.4	SL.3.1, SL.3.4, SL.4.4	L.3.1, L.3.2
23	W.3.1.a,b,c,d, W.3.6, W.4.1.a,b,c,d		SL.3.4 , SL.4.4	L.3.1, L.3.6

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 3 Unit 4, *Once Upon a Time: Adapting and Writing Fairy Tales*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.5, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.10, RL.4.1, RL.4.3, RL.4.9	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
2	W.3.3a, W.3.5, W.3.10, W.4.3.a	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RL.4.2	SL.3.1, SL.3.4, SL.3.6, SL.4.4	L.3.1, L.3.3, L.3.6
3	W.3.3.b, W.3.4, W.3.5, W.3.10, W.4.3.b,d	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,e	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	W.3.3.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e	RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.3.a
6	W.3.3.b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e	RL.3.1, RL.3.2	SL.3.1a, SL.3.2	L.3.1, L.3.2, L.3.3, L.3.4, L.3.5a, L.3.6
7	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3, W.4.4	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3a, L.4.3.a
8	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d	RL.3.3, RL.3.5	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3a, L.3.6, L.4.3.a
9	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d	RL.3.2	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3, L.4.3
10	W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,d	RL.3.2, RL.3.4	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.2c, L.3.3, L.4.3
11	W.3.3.b, W.3.5, W.4.3.b,d	RL.3.4	SL.3.1, SL.3.6	L.3.1.i, L.3.2f, L.3.5, L.3.6, L.4.5, L.4.6
12	W.3.3.b, W.3.5, W.4.3.b	RL.3.1, RFS.3.4	SL.3.1, SL.3.6	L.3.1.h,i, L.3.2, L.4.1.f
13	W.3.3, W.3.5, W.3.10, W.4.3	RL.3.1, RL.3.3	SL.3.1	L.3.1, L.3.2
14	W.3.3, W.3.4, W.3.5, W.3.10	RL.3.3	SL.3.1	L.3.1, L.3.2
15	W.3.3.b, W.3.4, W.3.5, W.4.3.b	RL.3.1, RL.3.2, RFS.3.4, RL.4.2	SL.3.1, SL.3.4, SL.3.6	L.3.2.c
16	W.3.3.b, W.3.5, W.3.10, W.4.3.b,d	RL.3.1, RL.3.3	SL.3.1	L.3.1.i, L.3.2.c, L.3.3a, L.3.5, L.4.5
17	W.3.3.a,d, W.3.5, W.3.10, W.4.3.a,e	RL.3.1, RL.3.2, RL.3.3	SL.3.1	L.3.3.a, L.4.3
18	W.3.3.b, W.3.4, W.3.5, W.4.3.b,d	RFS.3.4	SL.3.1, SL.3.4, SL.3.6	L.3.1.a, L.3.2, L.3.3a, L.4.1.f, L.4.3.b
19	W.3.5	RL.3.2	SL.3.1	L.3.1.e, L.3.1, L.3.2
20	W.3.6	RFS.3.4	SL.3.1, SL.3.4, SL.3.6, SL.4.4	L.3.6

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 4 Unit 1, *The Arc of Story: Writing Realistic Fiction*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.1	SL.4.1	L.4.1, L.4.2, L.4.3
2	W.4.3, W.4.5, W.4.8	RL.4.3	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
3	W.4.3, W.4.4, W.4.5, W.4.9.a	RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
4	W.4.3.a,b,d, W.4.5	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3.a
5	W.4.3.a,b,d, W.4.4, W.4.5, W.4.10	RL.4.1, RL.4.5, RL.4.10, RL.5.5	SL.4.1	L.4.1, L.4.2, L.4.3
6	W.4.3.a,b, W.4.4, W.4.5, W.4.10	RL.4.3, RL.4.5, RL.5.5	SL.4.1, SL.4.2, SL.4.4	L.4.1, L.4.2, L.4.3.a
7	W.4.3.a,b, W.4.4, W.4.5, W.4.10	RL.4.3	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.5.a
8	W.4.3.a,b, W.4.5	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3
9	W.4.3.a,b,d, W.4.4, W.4.5, W.4.9.a	RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3.a
10	W.4.3.a,b,d,e, W.4.5	RL.4.5	SL.4.1	L.4.1, L.4.2, L.4.3.a
11	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.3, RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3
12	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.1, RL.4.3	SL.4.1	L.4.1.e, L.4.2, L.4.3
13	W.4.3.a,d, W.4.4, W.4.5, W.4.9.a	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3.a
14	W.4.3, W.4.4, W.4.5, W.4.6, W.4.10	RFS.4.3, RFS.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.b
15	W.4.3, W.4.4, W.4.5	RFS.4.4	SL.4.1, SL.4.4, SL.4.5	L.4.1, L.4.2, L.4.3
16	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.1, RL.4.3, RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3
17	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.1, RL.4.5	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.1, RL.4.3, RL.4.5, RL.4.10	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3
19	W.4.3, W.4.4, W.4.5, W.4.8	RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a, L.4.5.c
20	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RFS.4.4	SL.4.1	L.4.1.f, L.4.2, L.4.3.b
21	W.4.3, W.4.4, W.4.5, W.4.8, W.4.10	RL.4.10	SL.4.1	L.4.1, L.4.2, L.4.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 4 Unit 2, *Boxes and Bullets: Personal and Persuasive Essays*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.1, W.4.4 , W.4.5, W.4.10	RI.4.1, RI.4.2	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3
2	W.4.1, W.4.3	RI.4.2	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3
3	W.4.1, W.4.5 , W.4.8, W.4.10	RL.4.1, RL.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
4	W.4.1, W.4.5 , W.4.10	RL.4.1, RL.4.3, RL.4.10	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
5	W.4.1.a,b , W.4.3, W.4.5 , W.4.8	RFS.4.4	SL.4.1	L.4.1, L.4.2.d, L.4.3
6	W.4.1.a,b, W.4.5	RI.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3
7	W.4.1, W.4.5	RFS.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
8	W.4.1.a,b, W.4.3, W.4.5 , W.4.9.a	RI.4.2	SL.4.1, SL.4.3 , SL.4.4	L.4.1, L.4.2, L.4.3.a , L.4.6
9	W.4.1.b , W.4.3, W.4.5, W.4.7, W.4.8	RI.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
10	W.4.1 , W.4.3, W.4.4, W.4.5	RI.4.2, RL.4.3	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3
11	W.4.1.a,b,c , W.4.5	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3.a
12	W.4.1.a,c, W.4.2.a, W.4.5, W.4.10	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
13	W.4.1.a,d, W.5.1.a,d , W.4.5	RI.4.2	SL.4.2	L.4.1, L.4.2, L.4.3
14	W.4.1, W.4.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
15	W.4.1, W.4.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3
16	W.4.1 , W.4.4, W.4.9, W.4.10	RI.4.2, RL.4.3	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3, L.4.5
17	W.4.1, W.4.4, W.4.5, W.4.10	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.1.b,c , W.4.5, W.4.10	RI.4.2, RI.4.4	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.1.b,c , W.4.5, W.4.10, W.5.1.b	RI.4.2, RI.4.5	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3
20	W.4.1, W.4.5 , W.4.6	RFS.4.3, RFS.4.4	SL.4.1	L.4.1, L.4.2 , L.4.3
21	W.4.1, W.4.6	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 4 Unit 3, *Bringing History to Life*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.2 , W.4.4, W.4.5, W.4.8	RI.4.3, RI.4.5	SL.4.1, SL.4.2, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
2	W.4.2 , W.4.4, W.4.7, W.4.8 , W.4.9 , W.4.10, W.5.2	RI.4.5, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
3	W.4.2 , W.4.4, W.4.7 , W.4.8 , W.4.9 , W.4.10	RI.4.1 , RI.4.3 , RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
4	W.4.2 , W.4.4, W.4.10	RI.4.1, RI.4.3, RI.4.2	SL.4.1 , SL.4.2, SL.4.4 , SL.4.5, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.5, L.4.6
5	W.4.2.b,d , W.4.5 , W.4.6, W.4.7, W.4.9 , W.4.10	RI.4.1 , RI.4.3, RI.4.7, RI.4.9	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3.a , L.4.6
6	W.4.2.b, W.4.3 , W.4.5, W.4.8, W.4.9, W.4.20	RI.4.1, RI.4.3, RI.4.6	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
7	W.4.1 , W.4.2.b, W.4.5, W.4.8, W.4.9, W.4.10	RI.4.2, RI.4.5, RI.4.8	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
8	W.4.2	RI.4.2, RI.4.5	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
9	W.4.2, W.4.5 , W.4.7, W.4.8, W.4.9	RI.4.1, RI.4.3, RI.4.5, RI.4.7, RI.4.9	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
10	W.4.2, W.4.8 , W.4.8	RI.4.1 , RI.4.2 , RI.4.3 , RI.4.5, RI.4.7, RI.4.9	SL.4.1, SL.4.2 , SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
11	W.4.2 , W.4.5 , W.4.10	RI.4.1, RI.4.2, RI.4.5	SL.4.1	L.4.1, L.4.2, L.4.3
12	W.4.2.a,c , W.4.5, W.4.10	RI.4.5	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
13	W.4.2.a , W.4.10, W.5.2.a	RI.4.2, RI.4.5	SL.4.1, SL.4.2, SL.4.5	L.4.1, L.4.2, L.4.3
14	W.2.a,b,c,d,e, W.4.6, W.4.8 , W.4.9 , W.4.10	RI.4.1 , RI.4.9, RI.5.1	SL.4.1	L.4.1, L.4.2.b , L.4.3
15	W.4.1 , W.4.2, W.4.3 , W.4.5, W.4.6, W.4.8, W.4.9, W.4.10	RI.4.1, RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
16	W.4.3 , W.4.5, W.4.8, W.4.9	RI.4.1, RI.4.3, RI.4.4, RI.4.6, RI.4.8, RI.4.6	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
17	W.4.2 , W.4.5, W.5.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.1, W.4.2, W.4.8 , W.4.10	RI.4.1 , RI.4.2, RI.4.3 , RI.4.7, RI.4.9	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
19	W.4.1, W.4.8 , W.4.10	RI.4.1, RI.4.3, RI.4.7, RI.4.9, RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
20	W.4.2.b, W.4.8 , W.4.9	RI.4.1, RI.4.3, RI.4.7, RI.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
21	W.4.2.a,b, W.4.5 , W.4.10	RI.4.1	SL.4.1	L.4.1, L.4.2, L.4.3
22	W.4.2.a,b,c,d,e, W.4.5	RFS.4.4	SL.4.1	L.4.1 , L.4.2 , L.4.3.a,b , L.4.4.a , L.5.2
23	W.4.2	RFS.4.4	SL.4.1, SL.4.4 , SL.4.5 , SL.4.6	L.4.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 4 Unit 4, *The Literary Essay: Writing About Fiction*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.1, W.4.4, W.4.7, W.4.8, W.4.9.a	RL.4.1 , RL.4.4 , RL.4.10, RFS.4.4, RL.5.1	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a, L.4.4.a, L.4.5.a,b
2	W.4.1, W.4.7, W.4.8, W.4.9.a	RL.4.1, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a, L.4.6
3	W.4.3, W.4.4 , W.4.5, W.4.9.a	RL.4.1 , RL.4.3	SL.4.1 , SL.4.3	L.4.1, L.4.2, L.4.3.a
4	W.4.1.a,b,, W.4.4, W.4.5, W.4.8	RL.4.1 , RL.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
5	W.4.1.b,c , W.4.3.a,b, W.4.9.a	RL.4.1 , RL.4.3 , RL.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a, L.4.6
6	W.4.1.b,c , W.4.9.a	RL.4.1 , RL.5.1	SL.4.1, SL.4.2, SL.4.4	L.4.1.e,f , L.4.2.a,b,c , L.4.3, L.4.6
7	W.4.1.b,c , W.4.9.a	RL.4.1	SL.4.1, SL.4.3, SL.4.4	L.4.1.d,f, L.4.2, L.4.3
8	W.4.1.a,b,c,d, W.4.4 , W.4.5, W.4.10	RL.4.1, RL.4.2, RL.4.3	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3.a, L.4.6
9	W.4.1, W.4.7, W.4.8, W.4.9.a	RL.4.1, RL.4.2	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
10	W.4.1.a,b , W.4.5	RL.4.2	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3.a
11	W.4.1, W.4.4 , W.4.10	RL.4.1, RL.4.2	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
12	W.4.1.a,d , W.4.5	RL.4.2	SL.4.1	L.4.1, L.4.2, L.4.3.a,c , L.4.6
13	W.4.1.b , W.4.5	RL.4.1, RL.4.4	SL.4.1	L.4.1, L.4.2, L.4.3 , L.4.5.a,b,c
14	W.4.1, W.4.5	RFS.4.4	SL.4.1	L.4.1 , L.4.2 , L.4.3
15	W.4.1.b, W.4.4 , W.4.7 , W.4.8	RL.4.9	SL.4.1	L.4.1, L.4.2, L.4.3
16	W.4.1.a , W.4.4	RL.4.1, RL.4.2, RL.4.9	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
17	W.4.1 , W.4.5, W.4.10	RL.4.1, RL.4.9 , RL.5.1	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
18	W.4.1.b,c , W.4.5	RL.4.1, RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.4 , W.4.5	RFS.4.4	SL.4.1	L.4.1 , L.4.2.b,c , L.4.3
20	W.4.4	RFS.4.4	SL.4.1, SL.4.4, SL.4.6	L.4.3.c

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 5 Unit 1, *Narrative Craft*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.3, W.5.8, W.5.10	RL.5.2	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
2	W.5.3, W.5.4, W.5.5, W.5.8, W.5.10	RL.5.4	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
3	W.5.3, W.5.4, W.5.5	RL.5.2, RL.5.10	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
4	W.5.3.a,b,d, W.5.4, W.5.5	RL.5.2, RL.5.6	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
5	W.5.3, W.5.5, W.5.10	RL.5.1, RL.5.2	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
6	W.5.3, W.5.5, W.5.10	RL.5.1	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
7	W.5.3, W.5.5, W.5.10	RL.5.2, RL.5.5	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
8	W.5.3, W.5.4, W.5.5	RL.5.1, RL.5.3, RL.5.5, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
9	W.5.3.b,d, W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
10	W.5.3, W.5.4, W.5.5	RL.5.2, RL.5.5, RL.5.6	SL.5.1	L.5.1, L.5.2, L.5.3
11	W.5.3.a,e, W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.3, W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
13	W.5.3.b,d, W.5.5, W.5.9.a	RL.5.2, RL.5.10, RFS.5.4	SL.5.1, SL.5.6	L.5.1, L.5.2, L.5.3
14	W.5.3.b,d, W.5.5, W.5.9.a	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
15	W.5.3, W.5.4, W.5.5	RL.5.1, RL.5.5	SL.5.1, SL.5.2s, SL.5.4	L.5.1, L.5.2, L.5.3
16	W.5.3.b,d, W.5.5	RL.5.1, RL.5.3	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5.a
17	W.5.3, W.5.5	RL.5.2, RL.5.3	SL.5.1	L.5.1, L.5.2, L.5.3
18	W.5.3, W.5.5, W.5.9.a	RL.5.1, RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3.a
19	W.5.3, W.5.5, W.5.9.a	RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
20	W.5.3	RFS.5.4	SL.5.1, SL.5.6	L.5.1, L.5.2, L.5.3
21	W.5.3, W.5.4, W.5.7, W.5.8	RL.5.2, RL.5.6	SL.5.1	L.5.1, L.5.2, L.5.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 5 Unit 2, *The Lens of History: Research Reports*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.2, W.5.7 , W.5.8, W.5.10	RI.5.2, RI.5.3, RI.5.5, RI.5.7	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
2	W.5.2.a,b , W.5.4, W.5.5 , W.5.10	RI.5.2, RI.5.3	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
3	W.5.2.d , W.5.5, W.5.7 , W.5.8 , W.5.9	RI.5.1 , RI.5.2 , RI.5.3 , RI.5.4 , RI.5.9	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
4	W.5.2.d , W.5.5	RI.5.3	SL.5.1, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.6
5	W.5.2, W.5.5, W.5.7, W.5.8, W.5.9.b , W.6.2.b	RI.5.1, RI.5.4, RI.5.9 , RI.6.1	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
6	W.5.2.b,c,d , W.5.5 , W.5.9.b , W.6.2.c	RI.5.3, RI.5.5	SL.5.1 , SL.5.4	L.5.1, L.5.2, L.5.3
7	W.5.2, W.5.7 , W.5.8 , W.5.9.b	RI.5.1, RI.5.7, RI.5.9	SL.5.1	L.5.1, L.5.2, L.5.3
8	W.5.2, W.5.5 , W.5.10, W.6.2.e	RI.5.1, RI.5.4, RI.5.7, RI.5.9	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3, L.5.6
9	W.5.2.a,e, W.5.6, W.5.7, W.5.8	RI.5.9	SL.5.1, SL.5.2, SL.5.3, SL.5.4	L.5.1, L.5.2, L.5.3, L.5.6
10	W.5.2, W.5.5, W.5.4, W.5.7 , W.5.8 , W.5.9.b	RI.5.1, RI.5.7, RI.5.9, RI.5.10	SL.5.1, SL.5.2 , SL.5.4	L.5.1, L.5.2, L.5.3, L.5.5
11	W.5.2.a,b,c,d,e, W.5.7 , W.5.8 , W.5.9.b	RI.5.1, RI.5.2, RI.5.4 , RI.5.7 , RI.5.9	SL.5.1, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.4.c , L.5.6
12	W.5.2, W.5.8	RI.5.1, RI.5.5 , RI.5.6	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5
13	W.5.2 , W.6.2.e	RI.5.5 , RI.5.10	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
14	W.5.2.a, W.5.5 , W.6.2.e	RI.5.5	SL.5.1	L.5.1, L.5.2, L.5.3
15	W.5.2.a , W.5.5, W.6.2.a	RI.5.7, RI.5.10 , RI.6.7	SL.5.1, SL.5.3, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.6
16	W.5.2 , W.5.7, W.5.8, W.5.9.b	RI.5.10, RFS.5.4	SL.5.1	L.5.1 , L.5.2 , L.5.3
17	W.5.2.a,e	RI.5.1, RI.5.10	SL.5.1	L.5.1, L.5.2.d , L.5.3
18	W.5.2, W.5.5	RI.5.10	SL.5.1	L.5.1 , L.5.2 , L.5.3 , L.6.2.a
19	W.5.2, W.5.6	RFS.5.4	SL.5.1	L.5.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 5 Unit 3, *Shaping Texts: From Essay and Narrative to Memoir*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.1, W.5.3, W.5.4 , W.5.5, W.5.10	RL.5.2, RL.5.9, RL.5.10	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
2	W.5.4 , W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
3	W.5.1, W.5.3, W.5.4	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
4	W.5.3 , W.5.4	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
5	W.5.3 , W.5.5 , W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
6	W.5.3, W.5.4 , W.5.5, W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
7	W.5.1, W.5.3, W.5.5	RFS.5.4	SL.5.1	L.5.1 , L.5.2 , L.5.3
8	W.5.1, W.5.3 , W.5.5 , W.5.7	RL.5.2	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
9	W.5.2, W.5.3, W.6.1.d	RL.5.1 , RL.5.3 , RL.5.2, RL.5.5	SL.5.1, SL.5.2	L.5.1, L.5.2, L.5.3
10	W.5.3.d , W.5.5	RL.5.1, RL.5.2	SL.5.1, SL.5.2	L.5.1, L.5.2, L.5.3, L.5.6
11	W.5.3.b,d , W.5.4, W.5.5	RL.5.1, RL.5.2 , RL.5.5	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.3, W.5.5 , W.5.10	RL.5.1, RFS.5.4	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
13	W.5.3 , W.5.4, W.5.5	RL.5.1, RL.5.2 , RL.5.3 , RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
14	W.5.3, W.5.4, W.5.5, W.5.10	RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
15	W.5.1 , W.5.3, W.5.5	RL.5.1, RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
16	W.5.3.b,d , W.5.4, W.5.5	RL.5.1, RL.5.2	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
17	W.5.3, W.5.5 , W.6.1.d	RL.5.1, RL.5.2, RL.5.4, RL.5.5	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
18	W.5.3 , W.6.3.d	RL.5.2, RL.5.4	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5.a
19	W.5.5	RFS.5.4	SL.5.1	L.5.1 , L.5.2 , L.5.3
20	W.5.3, W.5.6	RFS.5.4	SL.5.1 , SL.5.4 , SL.5.6	L.5.3

*Bold indicates major emphasis

Common Core State Standards Aligning with Grade 5 Unit 4, *The Research Based Argument Essay*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.1, W.5.4, W.5.7, W.5.8	RI.5.1, RI.5.2, RI.5.7	SL.5.1, SL.5.3, SL.5.4	L.5.1, L.5.2.d, L.5.3
2	W.5.1, W.5.4, W.5.10, W.6.1.a,d	RI.5.2	SL.5.1, SL.5.3, SL.5.4	L.5.1, L.5.2, L.5.3
3	W.5.1, W.5.7, W.5.8, W.5.9.b, W.6.1.a	RI.5.1, RI.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
4	W.5.1.c, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2.d, L.5.3
5	W.5.1.c, W.5.5, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2.d, L.5.3
6	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
7	W.5.1, W.5.5, W.6.1.d	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.6.3.b
8	W.5.1, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.5.7, RI.5.9, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3
9	W.5.1, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.5.2, RI.5.5, RI.5.6, RI.5.8	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
10	W.5.1, W.5.5, W.5.10, W.6.1	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
11	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.5.6 , RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.5.2, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
13	W.5.1, W.5.5, W.5.7, W.6.1	RI.5.6	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
14	W.5.1, W.6.1	RFS.5.4	SL.5.1, SL.5.3, SL.5.6	L.5.1, L.5.2, L.5.3
15	W.5.1, W.6.1	RI.5.1, RI.5.2, RL.5.1, RI.6.1, RL.6.1	SL.5.1, SL.5.3	L.5.3
16	W.5.1, W.5.10, W.6.1	RI.5.1, RI.5.7, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
17	W.5.1, W.5.7, W.5.8, W.6.1	RI.5.1, RI.5.7, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
18	W.5.1, W.5.5, W.6.1	RI.5.1, RI.5.4, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
19	W.5.1, W.5.3, W.5.10, W.6.1	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
20	W.5.1, W.5.5, W.5.9.b, W.6.1	RI.5.1, RI.5.8, RI.5.9, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
21	W.5.1.a, W.5.5, W.6.1.a	RI.5.3, RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
22	W.5.1, W.5.6, W.6.1	RFS.5.4	SL.5.1, SL.5.3, SL.5.6	L.5.3

*Bold indicates major emphasis