Main Criteria: Delaware Standards and Instruction
Secondary Criteria: WritingCity
Subject: Language Arts
Grades: K, 1, 2, 3, 4, 5
Correlation Options: Show Correlated

Delaware Standards and Instruction

Language Arts

Grade: **K** - Adopted: **2010**

STANDARD / STRAND	DE.CCKW.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CCKW1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). WritingCity • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
ENDURING UNDERSTANDING	CCKW2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. WritingCity • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment

ENDURING UNDERSTANDING	**CCKW3.**	**Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.** **<u>WritingCity</u>** **• Unit 1: Day 06** **Transitional Writer** **• Unit 2a: Day 01** **Picture Planning** **• Unit 2a: Day 02** **Draw and Write** **• Unit 2a: Day 03** **Draw and Write Part 2** **• Unit 2a: Day 04** **Draw and Write Part 3** **• Unit 2a: Day 05** **Draw and Write Part 4** **• Unit 2a: Day 06** **Draw and Write Part 5** **• Unit 2a: Day 07** **Draw and Write Part 6** **• Unit 2a: Day 08** **Glows and Grows** **• Unit 2a: Day 09** **Find the Glows and Grows** **• Unit 2a: Day 10** **Let's Write** **• Unit 2b: Day 01** **Writing on Your Own** **• Unit 2b: Day 02** **Sharing Your Writing** **• Unit 2b: Day 03** **Keep On Writing** **• Unit 2b: Day 04** **Write On!** **• Unit 2b: Day 05** **Just Keep Writing** **• Unit 2b: Day 06** **Write? Right!** **• Unit 2b: Day 07** **Writers R Us** **• Unit 2b: Day 08** **The Checklist** **• Unit 2b: Day 09** **Scoring Writing** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words** **• Unit 3a: Day 05** **High Frequency Word Masters** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10**

		The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
STANDARD / STRAND	DE.CCKW.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CCKW5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. WritingCity • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
ENDURING UNDERSTANDING	CCKW6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. WritingCity • Unit 6: Day 10 Scoring Research
STANDARD / STRAND	DE.CCKW.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CCKW7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics

		• Unit 6: Day 09 The Checklist
ENDURING UNDERSTANDING	CCKW8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist
STANDARD / STRAND	DE.CCKL.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CCKL1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CCKL1a.	Print many upper- and lowercase letters. WritingCity • Unit 1: Day 01 Becoming a Writer • Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2a: Day 10 Let's Write • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing

		• Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 03 Poetry Book • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 5: Day 06 Opposites
BENCHMARK	CCKL1b.	Use frequently occurring nouns and verbs. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words

		• Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 05 Color Words Rhymes
BENCHMARK	CCKL1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). WritingCity • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences
BENCHMARK	CCKL1d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). WritingCity • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best

		• Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist
BENCHMARK	CCKL1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). WritingCity • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist
BENCHMARK	CCKL1f.	Produce and expand complete sentences in shared language activities. WritingCity • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 06 More Topics • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
STANDARD / STRAND	DE.CCKL.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CCKL2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	**CCKL2a.**	**Capitalize the first word in a sentence and the pronoun I.** **<u>WritingCity</u>** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
BENCHMARK	**CCKL2b.**	**Recognize and name end punctuation.** **<u>WritingCity</u>** **• Unit 3a: Day 06**

		Time to Write **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 01** **Reasons to Write** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
BENCHMARK	**CCKL2c.**	**Write a letter or letters for most consonant and short-vowel sounds (phonemes).** **<u>WritingCity</u>** **• Unit 1: Day 01** **Becoming a Writer**

		• Unit 1: Day 02 Pre-Writer • Unit 1: Day 03 Early Writer • Unit 1: Day 04 Emergent Writer • Unit 1: Day 05 Developing Writer • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04 Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2a: Day 10 Let's Write • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09

		The Pronoun "I" **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites**
BENCHMARK	**CCKL2d.**	**Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** **<u>WritingCity</u>** **• Unit 3a: Day 01** **Word Wall** **• Unit 3a: Day 02** **High Frequency Words** **• Unit 3a: Day 03** **More High Frequency Words** **• Unit 3a: Day 04** **Even More High Frequency Words** **• Unit 3a: Day 05** **High Frequency Word Masters** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences**

		• Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research
STANDARD / STRAND	DE.CCKL.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CCKL5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
BENCHMARK	CCKL5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). WritingCity • Unit 5: Day 06 Opposites

Delaware Standards and Instruction

Language Arts

Grade: **1** - Adopted: **2010**

STANDARD / STRAND	DE.CC1RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDING	CC1RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CC1RF3g.	Recognize and read grade-appropriate irregularly spelled words. WritingCity • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing

		• Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
STANDARD / STRAND	**DE.CC1W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC1W1.**	**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.** **WritingCity** • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
ENDURING UNDERSTANDING	**CC1W2.**	**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.** **WritingCity** • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum

		• Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
ENDURING UNDERSTANDING	CC1W3.	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. WritingCity • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13

		Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
STANDARD / STRAND	**DE.CC1W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC1W5.	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. WritingCity • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 Revising the Assessment Writing • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 11 Revising the Assessment Piece • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment

		• Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
ENDURING UNDERSTANDING	CC1W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WritingCity • Unit 6: Day 10 Editing Checklist
STANDARD / STRAND	DE.CC1W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC1W7.	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). WritingCity • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
ENDURING UNDERSTANDING	CC1W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	DE.CC1L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC1L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC1L1a.	Print all upper- and lowercase letters. WritingCity • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write

		• Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office
BENCHMARK	CC1L1b.	Use common, proper, and possessive nouns. <u>WritingCity</u> • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need?
BENCHMARK	CC1L1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <u>WritingCity</u> • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing
BENCHMARK	CC1L1d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

		WritingCity **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 10** **Pronouns** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 05** **Adjectives** **• Unit 4: Day 06** **Reviewing the Focus Skills** **• Unit 4: Day 11** **Assessment Writing**
BENCHMARK	**CC1L1e.**	**Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).** **WritingCity** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 10** **Pronouns** **• Unit 3: Day 11** **Sarah Went to the Museum** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 6: Day 04** **Verb Tenses** **• Unit 6: Day 05** **Glows and Grows** **• Unit 6: Day 07** **Assessment Writing** **• Unit 6: Day 08** **Finishing the Assessment**
BENCHMARK	**CC1L1f.**	**Use frequently occurring adjectives.** **WritingCity** **• Unit 4: Day 05** **Adjectives** **• Unit 4: Day 06** **Reviewing the Focus Skills** **• Unit 4: Day 07**

		Adding Details **• Unit 4: Day 08** **Revising with a Peer** **• Unit 4: Day 11** **Assessment Writing** **• Unit 4: Day 12** **Revising the Assessment Writing** **• Unit 6: Day 03** **What Will You Need?** **• Unit 6: Day 05** **Glows and Grows** **• Unit 6: Day 07** **Assessment Writing** **• Unit 6: Day 08** **Finishing the Assessment**
BENCHMARK	**CC1L1g.**	**Use frequently occurring conjunctions (e.g., and, but, or, so, because).** **WritingCity** **• Unit 3: Day 12** **Adding a Conclusion** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 4: Day 06** **Reviewing the Focus Skills** **• Unit 4: Day 11** **Assessment Writing**
BENCHMARK	**CC1L1h.**	**Use determiners (e.g., articles, demonstratives).** **WritingCity** **• Unit 6: Day 02** **The "How To" Plan** **• Unit 6: Day 03** **What Will You Need?**
BENCHMARK	**CC1L1i.**	**Use frequently occurring prepositions (e.g., during, beyond, toward).** **WritingCity** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing**
BENCHMARK	**CC1L1j.**	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.** **WritingCity** **• Unit 5: Day 06** **Expand a Sentence** **• Unit 6: Day 03** **What Will You Need?** **• Unit 6: Day 07** **Assessment Writing**

		• Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	**DE.CC1L.**	**Language Standards K-5**
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC1L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	**CC1L2a.**	**Capitalize dates and names of people.** **WritingCity** • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 02 The "How To" Plan

BENCHMARK	**CC1L2b.**	**Use end punctuation for sentences.** **<u>WritingCity</u>** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 10** **Editing Checklist**
BENCHMARK	**CC1L2c.**	**Use commas in dates and to separate single words in a series.** **<u>WritingCity</u>** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 6: Day 02** **The "How To" Plan** **• Unit 6: Day 03** **What Will You Need?** **• Unit 6: Day 04** **Verb Tenses** **• Unit 6: Day 07** **Assessment Writing** **• Unit 6: Day 08** **Finishing the Assessment**

BENCHMARK	**CC1L2d.**	**Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Learn More About Writing** **• Unit 1: Day 02** **We Are Writers** **• Unit 1: Day 03** **Sound Card Bingo** **• Unit 1: Day 04** **Transitional Writer** **• Unit 1: Day 05** **People and Events** **• Unit 1: Day 06** **Things and Places** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 04** **The Hook** **• Unit 2a: Day 05** **The Doctor's Office** **• Unit 2a: Day 06** **Think About Spacing** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 06** **Nouns** **• Unit 2b: Day 07** **Glows and Grows** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 10** **Editing Checklist**
BENCHMARK	**CC1L2e.**	**Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Learn More About Writing** **• Unit 1: Day 02** **We Are Writers** **• Unit 1: Day 03**

		Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
STANDARD / STRAND	**DE.CC1L.**	**Language Standards K-5**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC1L5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
BENCHMARK	**CC1L5c.**	**Identify real-life connections between words and their use (e.g., note places at home that are cozy).** **WritingCity** • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places
BENCHMARK	**CC1L5d.**	**Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by**

		acting out the meanings. WritingCity • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 05 Glows and Grows • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
STANDARD / STRAND	DE.CC1L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC1L6.	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 named my hamster Nibblet because she nibbles too much because she likes that). WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing

Delaware Standards and Instruction

Language Arts

Grade: **2** - Adopted: **2010**

STANDARD / STRAND	DE.CC2W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC2W1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. WritingCity • Unit 4: Day 01 Facts and Opinions • Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11

		Formal Writing Assessment: Planning **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**
ENDURING UNDERSTANDING	**CC2W2.**	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.** **<u>WritingCity</u>** **• Unit 3a: Day 01** **Introducing the 2 Paragraph Planning Sheet** **• Unit 3a: Day 02** **Plural Nouns** **• Unit 3a: Day 03** **2 Paragraph Planning** **• Unit 3a: Day 04** **Writing 2 Paragraphs** **• Unit 3a: Day 05** **Revising to Add Adjectives and Adverbs** **• Unit 3a: Day 06** **Revising Checklist** **• Unit 3a: Day 07** **Glows and Grows** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 10** **Revising Checklist** **• Unit 3a: Day 11** **Formal Writing Assessment: Plan** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 3b: Day 01** **Facts and Opinions** **• Unit 3b: Day 02** **Defining Nouns** **• Unit 3b: Day 03** **Defining Nouns Part 2** **• Unit 3b: Day 04** **Writing a Conclusion** **• Unit 3b: Day 05** **Varying Sentences** **• Unit 3b: Day 06** **Practicing Planning a 2 Paragraph Piece** **• Unit 3b: Day 07** **Practicing with Short and Long Sentences** **• Unit 3b: Day 09** **Planning** **• Unit 3b: Day 12** **Formal Writing Assessment: Planning** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing** **• Unit 3b: Day 17** **Formal Writing Assessment: Publishing** **• Unit 6: Day 06** **4 Paragraph Planning Sheet--Part 1** **• Unit 6: Day 07** **4 Paragraph Planning Sheet--Part 2** **• Unit 6: Day 08**

		Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2
ENDURING UNDERSTANDING	CC2W3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 • Unit 5: Day 01 Planning with a Story Strip Day 1 • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
STANDARD / STRAND	DE.CC2W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC2W5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. WritingCity • Unit 1: Day 01

		Getting Ready to Write: Topics **• Unit 2: Day 05** **Narrative Writing: Revising by Adding Details** **• Unit 3a: Day 01** **Introducing the 2 Paragraph Planning Sheet** **• Unit 3a: Day 02** **Plural Nouns** **• Unit 3a: Day 03** **2 Paragraph Planning** **• Unit 3a: Day 04** **Writing 2 Paragraphs** **• Unit 3a: Day 05** **Revising to Add Adjectives and Adverbs** **• Unit 3a: Day 06** **Revising Checklist** **• Unit 3a: Day 07** **Glows and Grows** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 10** **Revising Checklist** **• Unit 3a: Day 11** **Formal Writing Assessment: Plan** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 3a: Day 13** **Scoring with a Rubric** **• Unit 3b: Day 01** **Facts and Opinions** **• Unit 3b: Day 02** **Defining Nouns** **• Unit 3b: Day 03** **Defining Nouns Part 2** **• Unit 3b: Day 04** **Writing a Conclusion** **• Unit 3b: Day 05** **Varying Sentences** **• Unit 3b: Day 06** **Practicing Planning a 2 Paragraph Piece** **• Unit 3b: Day 07** **Practicing with Short and Long Sentences** **• Unit 3b: Day 08** **Revising with a Checklist** **• Unit 3b: Day 09** **Planning** **• Unit 3b: Day 10** **Writing 2 Paragraphs** **• Unit 3b: Day 11** **Editing** **• Unit 3b: Day 12** **Formal Writing Assessment: Planning** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing** **• Unit 3b: Day 16** **Formal Writing Assessment: Scoring** **• Unit 3b: Day 17** **Formal Writing Assessment: Publishing** **• Unit 4: Day 01** **Facts and Opinions**

		• Unit 4: Day 02 Linking Words • Unit 4: Day 03 Reflexive Pronouns • Unit 4: Day 04 Revising and Editing with a Checklist • Unit 4: Day 05 Peer Revising • Unit 4: Day 07 Planning • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 10 Writing a Letter • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 4: Day 15 Formal Writing Assessment: Scoring with a Rubric • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 08 Peer Revision • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
ENDURING UNDERSTANDING	CC2W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WritingCity • Unit 4: Day 06 Publishing • Unit 4: Day 14 Formal Writing Assessment: Publishing • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric • Unit 6: Day 12 Formal Writing Assessment: Publishing
STANDARD / STRAND	DE.CC2W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC2W7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). WritingCity

		• Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
ENDURING UNDERSTANDING	CC2W8.	Recall information from experiences or gather information from provided sources to answer a question. <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece • Unit 3b: Day 07 Practicing with Short and Long Sentences • Unit 3b: Day 09 Planning • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns • Unit 6: Day 03 Adjectives • Unit 6: Day 05 Research Resources • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2
STANDARD / STRAND	DE.CC2L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC2L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC2L1a.	Use collective nouns (e.g., group). <u>WritingCity</u> • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 6: Day 02 Collective Nouns • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
BENCHMARK	CC2L1b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

		WritingCity **• Unit 3a: Day 02** **Plural Nouns** **• Unit 3a: Day 07** **Glows and Grows** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 3b: Day 02** **Defining Nouns** **• Unit 5: Day 04** **Writing in the Past Tense and Using Plural Nouns** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment** **• Unit 6: Day 02** **Collective Nouns**
BENCHMARK	**CC2L1c.**	**Use reflexive pronouns (e.g., myself, ourselves).** **WritingCity** **• Unit 4: Day 03** **Reflexive Pronouns** **• Unit 4: Day 04** **Revising and Editing with a Checklist** **• Unit 4: Day 05** **Peer Revising** **• Unit 4: Day 07** **Planning** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**
BENCHMARK	**CC2L1d.**	**Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).** **WritingCity** **• Unit 2: Day 02** **Narrative Writing: Past Tense Verbs** **• Unit 2: Day 03** **Narrative Writing: Review Focus Skills** **• Unit 2: Day 05** **Narrative Writing: Revising by Adding Details** **• Unit 2: Day 10** **Narrative Writing: Review Focus Skills Scavenger Hunt** **• Unit 5: Day 02** **Planning with a Story Strip Day 2** **• Unit 5: Day 03** **Writing in the Past Tense Day 1** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment**
BENCHMARK	**CC2L1e.**	**Use adjectives and adverbs, and choose between them depending on what is to be modified.** **WritingCity** **• Unit 1: Day 04**

		Traits: Voice **• Unit 2: Day 07** **Narrative Writing: Adjectives and Adverbs** **• Unit 3a: Day 05** **Revising to Add Adjectives and Adverbs** **• Unit 3a: Day 06** **Revising Checklist** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 5: Day 05** **Adjectives** **• Unit 5: Day 06** **Possessive and Plural Nouns** **• Unit 5: Day 07** **Revising to Add Adjectives and Details** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment** **• Unit 6: Day 03** **Adjectives** **• Unit 6: Day 04** **Alliteration with Adjectives & Adverbs** **• Unit 6: Day 08** **Formal Writing Assessment Part 1** **• Unit 6: Day 09** **Formal Writing Assessment Part 2** **• Unit 6: Day 10** **Formal Writing Assessment: Revising and Editing**
BENCHMARK	**CC2L1f.**	**Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).** **WritingCity** **• Unit 1: Day 05** **Traits: Sentence Fluency** **• Unit 2: Day 04** **Narrative Writing: Revising for Sentence Fluency** **• Unit 3a: Day 07** **Glows and Grows** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 3b: Day 05** **Varying Sentences** **• Unit 3b: Day 07** **Practicing with Short and Long Sentences** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing**
STANDARD / STRAND	**DE.CC2L.**	**Language Standards K-5**
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC2L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

BENCHMARK	**CC2L2a.**	**Capitalize holidays, product names, and geographic names.** **WritingCity** **• Unit 1: Day 07** **Traits: Conventions** **• Unit 2: Day 01** **Narrative Writing: BME** **• Unit 2: Day 02** **Narrative Writing: Past Tense Verbs** **• Unit 2: Day 03** **Narrative Writing: Review Focus Skills** **• Unit 3b: Day 10** **Writing 2 Paragraphs** **• Unit 3b: Day 13** **Formal Writing Assessment - Part 1** **• Unit 3b: Day 14** **Formal Writing Assessment - Part 2** **• Unit 3b: Day 15** **Formal Writing Assessment: Revising and Editing**
BENCHMARK	**CC2L2b.**	**Use commas in greetings and closings of letters.** **WritingCity** **• Unit 4: Day 10** **Writing a Letter** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing**
BENCHMARK	**CC2L2c.**	**Use an apostrophe to form contractions and frequently occurring possessives.** **WritingCity** **• Unit 1: Day 07** **Traits: Conventions** **• Unit 3a: Day 08** **Write Informative Text Part 1** **• Unit 3a: Day 09** **Write Informative Text Part 2** **• Unit 3a: Day 12** **Formal Writing Assessment** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing** **• Unit 5: Day 06** **Possessive and Plural Nouns** **• Unit 5: Day 07** **Revising to Add Adjectives and Details** **• Unit 5: Day 09** **Formal Writing Assessment: Planning** **• Unit 5: Day 10** **Formal Writing Assessment**
BENCHMARK	**CC2L2d.**	**Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).** **WritingCity**

		• Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
BENCHMARK	CC2L2e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. WritingCity • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
STANDARD / STRAND	DE.CC2L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC2L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
BENCHMARK	CC2L4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. WritingCity • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns

Delaware Standards and Instruction

Language Arts

Grade: **3** - Adopted: **2010**

STANDARD / STRAND	DE.CC3RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 20 Read, Reread, Respond and Score

		• Unit 2: Day 21 Read, Reread, Respond and Score • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
ENDURING UNDERSTANDING	CC3RL2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
ENDURING UNDERSTANDING	CC3RL3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. WritingCity • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / STRAND	DE.CC3RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC3RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
ENDURING UNDERSTANDING	CC3RL5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature
ENDURING UNDERSTANDING	CC3RL6.	Distinguish their own point of view from that of the narrator or those of the characters. WritingCity • Unit 2: Day 18 Writers Respond to Questions and Prompts
STANDARD / STRAND	DE.CC3RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC3RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. WritingCity • Unit 2: Day 16 Intro to Response Writing

		• Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score
STANDARD / STRAND	**DE.CC3RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC3RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter
ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	**DE.CC3RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. WritingCity • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 12 Response to Text- A Taste of Two
ENDURING UNDERSTANDING	CC3RI5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. WritingCity • Unit 3b: Day 14 Nonfiction Text Feature

		• Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response
STANDARD / STRAND	DE.CC3RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text
ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two
ENDURING UNDERSTANDING	CC3RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic. WritingCity • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	DE.CC3RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC3RI10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	DE.CC3RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC3RF4a.	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 4: Day 12 Response to Text- A Taste of Two

		• Unit 4: Day 13 Response to Text- Comparing Two Texts
STANDARD / STRAND	DE.CC3W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
BENCHMARK	CC3W1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. WritingCity • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
BENCHMARK	CC3W1c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. WritingCity • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
BENCHMARK	CC3W1d.	Provide a concluding statement or section. WritingCity • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising
STANDARD / STRAND	DE.CC3W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. WritingCity • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02

		Paragraphing and Structure **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 06** **Paragraphs and Linking Words** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 02** **Becoming Experts** **• Unit 3b: Day 03** **Facts, Definitions, and Details** **• Unit 3b: Day 06** **Introductions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 14** **Scoring with a Rubric**
BENCHMARK	**CC3W2b.**	**Develop the topic with facts, definitions, and details.** **<u>WritingCity</u>** **• Unit 3a: Day 01** **Informational Writing** **• Unit 3a: Day 02** **Paragraphing and Structure** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 04** **Voice** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 06** **Paragraphs and Linking Words** **• Unit 3a: Day 07** **Wrap-Up Conclusions** **• Unit 3a: Day 08** **Score and Organize** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11**

		Special Place **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 02** **Becoming Experts** **• Unit 3b: Day 03** **Facts, Definitions, and Details** **• Unit 3b: Day 04** **Linking and Transition Words** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 3b: Day 06** **Introductions** **• Unit 3b: Day 07** **Revisiting Conclusions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 14** **Scoring with a Rubric**
BENCHMARK	**CC3W2c.**	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.** **<u>WritingCity</u>** **• Unit 3a: Day 06** **Paragraphs and Linking Words** **• Unit 3a: Day 07** **Wrap-Up Conclusions** **• Unit 3a: Day 08** **Score and Organize** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3b: Day 04** **Linking and Transition Words** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 6: Day 09** **Planning Continued**

		• Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
BENCHMARK	CC3W2d.	Provide a concluding statement or section. WritingCity • Unit 3a: Day 07 Wrap-Up Conclusions • Unit 3a: Day 08 Score and Organize • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S
STANDARD / STRAND	DE.CC3W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC3W3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 10 Catchy Closures • Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07

		Fable Beginnings **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 09** **Linking and Transition Words** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment**
BENCHMARK	**CC3W3b.**	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.** **<u>WritingCity</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 04** **6 Traits: Voice** **• Unit 2: Day 02** **Adverbs** **• Unit 2: Day 03** **Dialogue=Detail** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3a: Day 04** **Voice** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables**
BENCHMARK	**CC3W3c.**	**Use temporal words and phrases to signal event order.** **<u>WritingCity</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 05** **Sequencing and Linking Words** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 10** **Catchy Closures** **• Unit 2: Day 12**

		Writing From Experience **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 09** **Linking and Transition Words** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment**
BENCHMARK	**CC3W3d.**	**Provide a sense of closure.** **<u>WritingCity</u>** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 10** **Catchy Closures** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 14** **Formal Writing Assessment**
STANDARD / STRAND	**DE.CC3W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	**CC3W4.**	**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)** **<u>WritingCity</u>** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 03** **6 Traits: Organization** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 05** **Sequencing and Linking Words** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 10** **Catchy Closures**

		• Unit 2: Day 12 Writing From Experience • Unit 2: Day 14 Revising--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 11 Special Place • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 01 Persuasion Game • Unit 4: Day 02 What is Opinion Writing? • Unit 4: Day 04 What's Your Opinion? • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 06 Mini Stories Support Your Thesis • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 09 Linking and Transition Words • Unit 5: Day 10

		Possessives and Plurals, Oh My! **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 12** **Revising Ears** **• Unit 6: Day 13** **Editing Glasses** **• Unit 6: Day 14** **Scoring with a Rubric**
ENDURING UNDERSTANDING	**CC3W5.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 19** **Using the Checklist** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative**

		• Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 13 Score, Plan, & Write! • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables • Unit 5: Day 17

		Editing Fables • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
ENDURING UNDERSTANDING	CC3W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. WritingCity • Unit 6: Day 15 Publishing with Technology
STANDARD / STRAND	DE.CC3W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC3W7.	Conduct short research projects that build knowledge about a topic. WritingCity • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
ENDURING UNDERSTANDING	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

		WritingCity **• Unit 3b: Day 14** **Nonfiction Text Feature** **• Unit 3b: Day 15** **3-2-1- Highlight!** **• Unit 3b: Day 16** **Vocabulary in a Text** **• Unit 3b: Day 17** **Scoring a Response** **• Unit 3b: Day 18** **Scoring a Response** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 14** **Scoring with a Rubric**
STANDARD / STRAND	**DE.CC3W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDING	**CC3W10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **WritingCity** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts** **• Unit 2: Day 19** **Using the Checklist**

		• Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05 Action Words • Unit 5: Day 06

		Moral of the Lesson **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 12** **Revising Ears** **• Unit 6: Day 13** **Editing Glasses** **• Unit 6: Day 14** **Scoring with a Rubric** **• Unit 6: Day 16** **Reflection and Celebration**
STANDARD / STRAND	**DE.CC3L.**	**Language Standards K-5**
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC3L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	**CC3L1a.**	**Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.** **WritingCity** **• Unit 1: Day 06** **6 Traits: Word Choice** **• Unit 2: Day 01**

		Real Narrative **• Unit 2: Day 02** **Adverbs** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 4: Day 03** **Opinions and Advertising** **• Unit 4: Day 04** **What's Your Opinion?** **• Unit 4: Day 05** **5 Square Organizer** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 05** **Action Words** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables**
BENCHMARK	**CC3L1b.**	**Form and use regular and irregular plural nouns.** **WritingCity** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 09** **Planning Continued** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 14** **Scoring with a Rubric**
BENCHMARK	**CC3L1c.**	**Use abstract nouns (e.g., childhood).** **WritingCity** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 01** **Real Narrative** **• Unit 6: Day 09** **Planning Continued**
BENCHMARK	**CC3L1d.**	**Form and use regular and irregular verbs.** **WritingCity** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 05** **Action Words**
BENCHMARK	**CC3L1e.**	**Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.** **WritingCity** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 5: Day 04** **Fables and Focus**

BENCHMARK	CC3L1f.	Ensure subject-verb and pronoun-antecedent agreement. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm
BENCHMARK	CC3L1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
BENCHMARK	CC3L1h.	Use coordinating and subordinating conjunctions. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables
BENCHMARK	CC3L1i.	Produce simple, compound, and complex sentences. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
STANDARD / STRAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.

		WritingCity **• Unit 3b: Day 07** **Revisiting Conclusions** **• Unit 3b: Day 12** **Editing Checklist** **• Unit 4: Day 07** **Uno, Dos, Traits: Scoring with Rubric** **• Unit 4: Day 09** **Formal Writing Assessment** **• Unit 4: Day 11** **Editing and Scoring** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 17** **Editing Fables**
BENCHMARK	**CC3L2b.**	**Use commas in addresses.** **WritingCity** **• Unit 3b: Day 01** **Becoming Authorities**
BENCHMARK	**CC3L2c.**	**Use commas and quotation marks in dialogue.** **WritingCity** **• Unit 1: Day 02** **6 Traits: Ideas** **• Unit 1: Day 04** **6 Traits: Voice** **• Unit 2: Day 02** **Adverbs** **• Unit 2: Day 03** **Dialogue=Detail** **• Unit 2: Day 04** **Using Dialogue to Develop Characters** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3a: Day 04** **Voice** **• Unit 5: Day 02** **What is a Fable?** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables**
BENCHMARK	**CC3L2d.**	**Form and use possessives.** **WritingCity** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 12** **Editing Checklist**

		• Unit 4: Day 11 Editing and Scoring • Unit 5: Day 10 Possessives and Plurals, Oh My! • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring
BENCHMARK	CC3L2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. WritingCity • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 17 Editing Fables
STANDARD / STRAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC3L3a.	Choose words and phrases for effect. WritingCity

		• Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
STANDARD / STRAND	**DE.CC3L.**	**Language Standards K-5**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC3L4.**	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
BENCHMARK	**CC3L4d.**	**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.** **WritingCity** • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 14 Scoring with a Rubric
STANDARD / STRAND	**DE.CC3L.**	**Language Standards K-5**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC3L5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
BENCHMARK	**CC3L5c.**	**Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).** **WritingCity** • Unit 3b: Day 05

		Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
STANDARD / STRAND	**DE.CC3L.**	**Language Standards K-5**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC3L6.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).** **<u>WritingCity</u>** **• Unit 2: Day 06** **Writing with Emotion** **• Unit 2: Day 14** **Revising--Glows and Grows** **• Unit 3a: Day 04** **Voice** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3b: Day 05** **Voice and Word Choice** **• Unit 3b: Day 06** **Introductions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 3b: Day 16** **Vocabulary in a Text** **• Unit 3b: Day 17** **Scoring a Response** **• Unit 3b: Day 18** **Scoring a Response** **• Unit 4: Day 07** **Uno, Dos, Traits: Scoring with Rubric** **• Unit 4: Day 09** **Formal Writing Assessment** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 5: Day 05** **Action Words** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables**

Delaware Standards and Instruction

Language Arts

Grade: **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
ENDURING UNDERSTANDING	CC4RL3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 12 Response to Text

		• Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	DE.CC4RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	DE.CC4RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RL9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. WritingCity • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	DE.CC4RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text

		• Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 16 Nonfiction Text Summaries • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
ENDURING UNDERSTANDING	CC4RI3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
ENDURING UNDERSTANDING	CC4RI5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. WritingCity

		• Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
ENDURING UNDERSTANDING	CC4RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. WritingCity • Unit 3b: Day 15 Response Writing and Text Features
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal

ENDURING UNDERSTANDING	CC4RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WritingCity • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 04 Guided Note-Taking Journal - Part 1
STANDARD / STRAND	DE.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score
STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
BENCHMARK	CC4W1a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. WritingCity • Unit 4: Day 01 Fact vs. Opinion • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 03 5 Square Paragraph Planning

		• Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
BENCHMARK	CC4W1c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears
BENCHMARK	CC4W1d.	Provide a concluding statement or section related to the opinion presented. WritingCity • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2
STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S.

		• Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09

		Guided Note-Taking Journal - Part 3 **• Unit 6: Day 10** **Planning Continued** **• Unit 6: Day 11** **Ready, Set, Write!** **• Unit 6: Day 12** **Just Keep Writing, Just Keep Writing!** **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
BENCHMARK	**CC4W2c.**	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** **<u>WritingCity</u>** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3b: Day 04** **Linking Words** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 07** **Writing Strong Conclusions** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 6: Day 11** **Ready, Set, Write!** **• Unit 6: Day 12** **Just Keep Writing, Just Keep Writing!** **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
BENCHMARK	**CC4W2d.**	**Use precise language and domain-specific vocabulary to inform about or explain the topic.** **<u>WritingCity</u>** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3a: Day 07** **Glows and Grows - Part 2** **• Unit 3b: Day 03** **Definitions** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 07** **Formal Writing: Opinion Piece - Part 1** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07**

		Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
BENCHMARK	CC4W2e.	Provide a concluding statement or section related to the information or explanation presented. WritingCity • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 07 Writing Strong Conclusions • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. WritingCity • Unit 1: Day 02 Ideas

		• Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3b: Day 08 Revising • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters
BENCHMARK	CC4W3c.	Use a variety of transitional words and phrases to manage the sequence of events. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 10 Compare Characters
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

		<u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

		(Grade-specific expectations for writing types are defined in standards 1-3 above.) **<u>WritingCity</u>** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 09** **Scoring With A Rubric - Part 1** **• Unit 2: Day 11** **Planning** **• Unit 2: Day 12** **Formal Writing** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 3a: Day 02** **5 Square** **• Unit 3a: Day 03** **Using the Planning Sheet** **• Unit 3a: Day 04** **Formal Writing** **• Unit 3b: Day 02** **5 Square Paragraphs** **• Unit 3b: Day 03** **Definitions** **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 4: Day 01** **Fact vs. Opinion** **• Unit 4: Day 02** **What Do We Think of Zoos?** **• Unit 4: Day 03** **5 Square Paragraph Planning** **• Unit 4: Day 04** **Let the Planning Begin!** **• Unit 4: Day 05** **Opinions, Transitions, and Leads, Oh My!** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 07** **Formal Writing: Opinion Piece - Part 1** **• Unit 4: Day 08** **Formal Writing: Opinion Piece - Part 2** **• Unit 4: Day 09** **Revising Ears** **• Unit 4: Day 12** **Response to Text - Idea Swap** **• Unit 4: Day 13**

		Response to Text - Persuasive Letter - Part 1 **• Unit 4: Day 14** **Response to Text - Persuasive Letter - Part 2** **• Unit 5: Day 01** **What is a Legend?** **• Unit 5: Day 03** **1st or 3rd Person Narrators** **• Unit 5: Day 04** **Legend Planning Wheels** **• Unit 5: Day 08** **Check-in and Write!** **• Unit 5: Day 10** **Compare Characters** **• Unit 5: Day 12** **Response to Text** **• Unit 5: Day 13** **Compare and Contrast** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 04** **Guided Note-Taking Journal - Part 1** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal** **• Unit 6: Day 08** **Glows and Grows** **• Unit 6: Day 09** **Guided Note-Taking Journal - Part 3** **• Unit 6: Day 10** **Planning Continued** **• Unit 6: Day 11** **Ready, Set, Write!** **• Unit 6: Day 12** **Just Keep Writing, Just Keep Writing!** **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
ENDURING UNDERSTANDING	**CC4W5.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Topics I Can Write About** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 2: Day 06** **A Character's Voice** **• Unit 2: Day 07** **The Conventions of Dialogue** **• Unit 2: Day 11** **Planning** **• Unit 2: Day 13** **Scoring Your Own Writing** **• Unit 2: Day 14** **Revising and Editing** **• Unit 2: Day 15** **Scoring Your Own Writing**

		• Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 01 Technological Innovations • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 08 Revising • Unit 3b: Day 09 Scoring Practice • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08

		Check-in and Write! • Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
ENDURING UNDERSTANDING	CC4W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDING	CC4W7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. WritingCity • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries

		• Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	**CC4W9a.**	**Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast**
BENCHMARK	**CC4W9b.**	**Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features**

		• Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDING	**CC4W10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **WritingCity** • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing

		• Unit 3a: Day 05 Reworking Conclusions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 01 Technological Innovations • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 08 Revising • Unit 3b: Day 09 Scoring Practice • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03

		Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. WritingCity • Unit 3b: Day 16 Nonfiction Text Summaries
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1a.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 6: Day 08 Glows and Grows
BENCHMARK	CC4L1b.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs!

		• Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08 Glows and Grows
BENCHMARK	CC4L1c.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). WritingCity • Unit 2: Day 04 Writing With Sensory Details • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 08 Check-in and Write!
BENCHMARK	CC4L1e.	Form and use prepositional phrases. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 4: Day 09 Revising Ears • Unit 5: Day 07 Ready, Set, Write! • Unit 6: Day 08 Glows and Grows
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 09 Revising Ears

		• Unit 4: Day 10 Editing Glasses • Unit 5: Day 01 What is a Legend? • Unit 5: Day 09 Editing
BENCHMARK	CC4L1g.	Correctly use frequently confused words (e.g., to, too, two; there, their). <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 10 Formal Writing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
BENCHMARK	CC4L2b.	Use commas and quotation marks to mark direct speech and quotations from a text. <u>WritingCity</u> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 5: Day 05 Dialogue and Punctuation

		• Unit 5: Day 09 Editing
BENCHMARK	CC4L2c.	Use a comma before a coordinating conjunction in a compound sentence. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed. WritingCity • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing

		• Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1
BENCHMARK	CC4L3b.	Choose punctuation for effect. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5a.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 1: Day 08

		Getting Ready for Core Writing • Unit 1: Day 09 Getting Ready for Core Writing • Unit 3a: Day 09 Revising for Similes and Sensory Details
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 3a: Day 07 Glows and Grows - Part 2
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). WritingCity • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 05 Transitioning Smoothly • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3b: Day 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2

		• Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1

Delaware Standards and Instruction

Language Arts

Grade: **5** - Adopted: **2010**

STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters

ENDURING UNDERSTANDING	CC5RL2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
ENDURING UNDERSTANDING	CC5RL3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). WritingCity • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past
STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC5RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC5RL9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. WritingCity • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score

		• Unit 2: Day 22 Read, Reread, Respond, and Score
STANDARD / STRAND	**DE.CC5RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
ENDURING UNDERSTANDING	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer

		• Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric
STANDARD / STRAND	**DE.CC5RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	**CC5RI5.**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.** **WritingCity** • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
ENDURING UNDERSTANDING	**CC5RI6.**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** **WritingCity** • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text

		• Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	**DE.CC5RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	**CC5RI8.**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).** **WritingCity** • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric

ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RI10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. WritingCity • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	DE.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDING	CC5RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK	CC5RF3a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	DE.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding. WritingCity • Unit 2: Day 17

		Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
STANDARD / STRAND	**DE.CC5W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC5W1.**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
BENCHMARK	**CC5W1a.**	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.** **WritingCity** • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
BENCHMARK	**CC5W1b.**	**Provide logically ordered reasons that are supported by facts and details.** **WritingCity** • Unit 4: Day 01 What is an Opinion Paper?
BENCHMARK	**CC5W1c.**	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).** **WritingCity** • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
BENCHMARK	**CC5W1d.**	**Provide a concluding statement or section related to the opinion presented.** **WritingCity** • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06

		Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
STANDARD / STRAND	DE.CC5W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. WritingCity • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan

		• Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
BENCHMARK	CC5W2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). WritingCity • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 10 Linking Words
BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity

		• Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 6: Day 14 Revising
BENCHMARK	CC5W2e.	Provide a concluding statement or section related to the information or explanation presented. <u>WritingCity</u> • Unit 3a: Day 02 Purpose and Proof • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions
STANDARD / STRAND	DE.CC5W.	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC5W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12

		Writing a Conclusion **• Unit 5: Day 01** **What is Historical Fiction?** **• Unit 5: Day 02** **Planning Wheel 1** **• Unit 5: Day 03** **Planning Wheel 2** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas** **• Unit 5: Day 07** **Revising Part 1**
BENCHMARK	**CC5W3b.**	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.** **WritingCity** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 04** **Voice** **• Unit 2: Day 01** **Vary Sentences Part 1** **• Unit 2: Day 02** **Vary Sentences Part 2** **• Unit 2: Day 06** **Dialogue: A Character's Voice** **• Unit 2: Day 09** **Writing from Experience** **• Unit 2: Day 10** **Planning to Write** **• Unit 2: Day 11** **Writing a Real Narrative** **• Unit 2: Day 12** **Writing a Conclusion** **• Unit 5: Day 02** **Planning Wheel 1** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas**
BENCHMARK	**CC5W3c.**	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.** **WritingCity** **• Unit 1: Day 02** **Ideas** **• Unit 1: Day 03** **Organization** **• Unit 1: Day 04** **Voice** **• Unit 2: Day 01** **Vary Sentences Part 1** **• Unit 2: Day 02** **Vary Sentences Part 2** **• Unit 2: Day 05** **Transition** **• Unit 2: Day 06** **Dialogue: A Character's Voice** **• Unit 2: Day 09** **Writing from Experience** **• Unit 2: Day 10** **Planning to Write**

		• Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
BENCHMARK	CC5W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
BENCHMARK	CC5W3e.	Provide a conclusion that follows from the narrated experiences or events. WritingCity

		• Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 08 Revising Part 2
STANDARD / STRAND	**DE.CC5W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC5W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score

		• Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 01 What is an Opinion Paper? • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 14 Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. WritingCity • Unit 1: Day 01 Topics I Can Write About

		• Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing • Unit 3b: Day 11

		Scoring and Publishing **• Unit 4: Day 02** **Fact/Opinion T-Chart** **• Unit 4: Day 03** **5 Square Paragraphs** **• Unit 4: Day 04** **5 Square Paragraph Graphic Organizer** **• Unit 4: Day 05** **Facts and Opinions** **• Unit 4: Day 06** **Kyle's Formal Writing Assessment** **• Unit 4: Day 07** **6 Traits Rubric** **• Unit 4: Day 08** **Paragraphs 1 & 2** **• Unit 4: Day 09** **Paragraphs 3, 4, & 5** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing** **• Unit 4: Day 12** **Scoring and Publishing** **• Unit 4: Day 13** **Response to Text: Two of a Kind** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas** **• Unit 5: Day 07** **Revising Part 1** **• Unit 5: Day 08** **Revising Part 2** **• Unit 5: Day 09** **Editing** **• Unit 5: Day 10** **Compare the Past** **• Unit 5: Day 11** **Rubric and Reflect** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text** **• Unit 6: Day 03** **Main Ideas & Important Facts** **• Unit 6: Day 04** **Guided Note-Taking Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Analyzing a Peer's Work** **• Unit 6: Day 07** **Glows & Grows** **• Unit 6: Day 08** **Introducing the Rubric** **• Unit 6: Day 09** **The 5 Square Graphic Organizer** **• Unit 6: Day 10** **Linking Words** **• Unit 6: Day 11** **Reviewing the Plan** **• Unit 6: Day 12** **Formal Writing - Part 1**

		• Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
ENDURING UNDERSTANDING	CC5W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. WritingCity • Unit 6: Day 16 Scoring and Publishing
STANDARD / STRAND	DE.CC5W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. WritingCity • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing
ENDURING UNDERSTANDING	CC5W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2

STANDARD / STRAND	DE.CC5W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). WritingCity • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text
BENCHMARK	CC5W9b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). WritingCity • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 01 What is Historical Fiction?

		• Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
STANDARD / STRAND	**DE.CC5W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDING	**CC5W10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **<u>WritingCity</u>** • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score

		• Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07 6 Traits Rubric • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05

		Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1 • Unit 5: Day 08 Revising Part 2 • Unit 5: Day 09 Editing • Unit 5: Day 10 Compare the Past • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 11 Reviewing the Plan • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
STANDARD / STRAND	**DE.CC5SL.**	**Speaking and Listening Standards K-5**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. WritingCity • Unit 3a: Day 01 Explanatory Writing
STANDARD / STRAND	**DE.CC5L.**	**Language Standards K-5**
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

		WritingCity **• Unit 1: Day 05** **Sentence Fluency** **• Unit 2: Day 01** **Vary Sentences Part 1** **• Unit 2: Day 02** **Vary Sentences Part 2** **• Unit 2: Day 03** **Sensory Images** **• Unit 2: Day 09** **Writing from Experience** **• Unit 2: Day 15** **Editing** **• Unit 3a: Day 09** **Using Commas** **• Unit 3a: Day 11** **Revising Part 2** **• Unit 3a: Day 12** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 06** **Kyle's Formal Writing Assessment** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 15** **Editing**
BENCHMARK	**CC5L1b.**	**Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.** **WritingCity** **• Unit 2: Day 15** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 5: Day 04** **What's the Plan?**
BENCHMARK	**CC5L1c.**	**Use verb tense to convey various times, sequences, states, and conditions.** **WritingCity** **• Unit 1: Day 07** **Conventions** **• Unit 2: Day 15** **Editing** **• Unit 3a: Day 09** **Using Commas** **• Unit 3a: Day 12** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 12** **Formal Writing - Part 1**

		• Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense. <u>WritingCity</u> • Unit 1: Day 07 Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 15 Editing
BENCHMARK	CC5L1e.	Use correlative conjunctions (e.g., either/or, neither/nor). <u>WritingCity</u> • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 09 Writing from Experience • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDING	**CC5L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	**CC5L2a.**	**Use punctuation to separate items in a series.** **WritingCity** **• Unit 1: Day 07** **Conventions** **• Unit 2: Day 15** **Editing** **• Unit 3b: Day 06** **Carly's Formal Writing Assessment** **• Unit 3b: Day 10** **Editing** **• Unit 4: Day 11** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 06** **Writing and Commas** **• Unit 6: Day 15** **Editing**
BENCHMARK	**CC5L2b.**	**Use a comma to separate an introductory element from the rest of the sentence.** **WritingCity** **• Unit 2: Day 02** **Vary Sentences Part 2** **• Unit 2: Day 05** **Transition** **• Unit 3a: Day 09** **Using Commas** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 06** **Writing and Commas**
BENCHMARK	**CC5L2c.**	**Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).** **WritingCity** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 06** **Writing and Commas**
BENCHMARK	**CC5L2d.**	**Use underlining, quotation marks, or italics to indicate titles of works.** **WritingCity** **• Unit 2: Day 11** **Writing a Real Narrative** **• Unit 2: Day 15** **Editing** **• Unit 3b: Day 10** **Editing** **• Unit 5: Day 04** **What's the Plan?** **• Unit 6: Day 15** **Editing**
BENCHMARK	**CC5L2e.**	**Spell grade-appropriate words correctly, consulting references as needed.** **WritingCity** **• Unit 1: Day 07**

		Conventions • Unit 2: Day 15 Editing • Unit 3a: Day 12 Editing • Unit 3b: Day 06 Carly's Formal Writing Assessment • Unit 3b: Day 10 Editing • Unit 4: Day 11 Editing • Unit 5: Day 04 What's the Plan? • Unit 6: Day 15 Editing
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. WritingCity • Unit 1: Day 05 Sentence Fluency • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 09 Revising • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing • Unit 4: Day 12 Scoring and Publishing • Unit 5: Day 07 Revising Part 1 • Unit 6: Day 05 Paraphrasing
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC5L4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). WritingCity • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows

BENCHMARK	CC5L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. WritingCity • Unit 1: Day 06 Word Choice • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 03 5 Square Paragraphs
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5a.	Interpret figurative language, including similes and metaphors, in context. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
BENCHMARK	CC5L5b.	Recognize and explain the meaning of common idioms, adages, and proverbs. WritingCity • Unit 5: Day 08 Revising Part 2
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. WritingCity • Unit 5: Day 07 Revising Part 1
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). WritingCity • Unit 3a: Day 01 Explanatory Writing • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 11 Revising Part 2 • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08

		Writing Strong Conclusions **• Unit 6: Day 14** **Revising**

© 2019 EdGate Correlation Services, LLC. All Rights reserved.