Main Criteria: North Carolina Standard Course of Study
Secondary Criteria: WritingCity
Subject: Language Arts
Grades: K, 1, 2, 3
Correlation Options: Show Correlated

North Carolina Standard Course of Study

Language Arts

Grade: **K** - Adopted: **2017**

CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.2.	Handwriting
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.2.	Print 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.K.1.**	**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.**
CLARIFYING OBJECTIVE	**W.K.1.a.**	**With guidance and support from adults, respond to questions and suggestions from adults and/or 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.K.2.**	**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.**
CLARIFYING OBJECTIVE	**W.K.2.a.**	**With guidance and support from adults, respond to questions and suggestions from adults and/or 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.3.	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 with guidance and support, provide a reaction to what happened.
CLARIFYING OBJECTIVE	W.K.3.a.	With guidance and support from adults, respond to questions and suggestions from adults and/or 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.4.	Use digital tools and resources to produce and publish writing and to interact and collaborate with others.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.4.	With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting. WritingCity • Unit 6: Day 10 Scoring Research
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.5.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.5.	Participate in shared investigation of grade appropriate topics and writing projects. 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
CONTENT AREA / STRAND	NC.W.	WRITING

STRAND / ESSENTIAL STANDARD	**W.6.**	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.K.6.**	**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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.K.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.** **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** **• 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.K.5.**	**With guidance and support from adults, explore nuances in word meanings.**
CLARIFYING OBJECTIVE	**L.K.5.b.**	**Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).** **WritingCity** • Unit 5: Day 06 Opposites

North Carolina Standard Course of Study

Language Arts

Grade: **1** - Adopted: **2017**

CONTENT AREA / STRAND	**NC.RF.**	**READING: FOUNDATIONAL SKILLS**
STRAND / ESSENTIAL STANDARD	**RF.2.**	**Handwriting**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RF.1.2.**	**Print all upper- and lowercase letters legibly.** **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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.1.1.**	**Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.**
CLARIFYING OBJECTIVE	**W.1.1.a.**	**With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.** **WritingCity** • Unit 4: Day 03 Stating your Opinion
CLARIFYING OBJECTIVE	**W.1.1.b.**	**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 03 Stating your Opinion • 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 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.1.3.**	**Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.**
CLARIFYING OBJECTIVE	**W.1.3.b.**	**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 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.4.	Use digital tools and resources to produce and publish writing and to interact and collaborate with others.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.1.4.	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. WritingCity • Unit 6: Day 10 Editing Checklist
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.5.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.1.5.	Participate in shared research and writing projects. 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
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. WritingCity • 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.4.**	**Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.1.4.**	**Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.** **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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of nuances in word meanings.**
CLARIFYING OBJECTIVE	**L.1.5.c.**	**Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or**

		by acting out the meanings. **<u>WritingCity</u>** **• 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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.1.6.**	**Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.** **<u>WritingCity</u>** **• 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**

North Carolina Standard Course of Study

Language Arts

Grade: **2** - Adopted: **2017**

CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.2.1.**	**Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.**
CLARIFYING OBJECTIVE	**W.2.1.a.**	**With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.** **<u>WritingCity</u>** **• 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
CLARIFYING OBJECTIVE	W.2.1.b.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CLARIFYING OBJECTIVE	W.2.2.a.	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. WritingCity • 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
CLARIFYING OBJECTIVE	W.2.2.b.	With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing. <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**
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.2.3.**	**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 transition words to signal event order, and provide a sense of closure.**
CLARIFYING OBJECTIVE	**W.2.3.a.**	**With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.** **<u>WritingCity</u>** **• 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 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 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 • 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
CLARIFYING OBJECTIVE	W.2.3.b.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>WritingCity</u> • 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 04** **Revising and Editing with a Checklist** **• Unit 4: Day 05** **Peer Revising** **• Unit 4: Day 09** **Revising and Editing** **• 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**
CONTENT AREA / STRAND	**NC.W.**	**WRITING**

STRAND / ESSENTIAL STANDARD	**W.4.**	**Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.2.4.**	**With guidance and support from adults, use a variety of digital tools and resources 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**
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.5.**	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.2.5.**	**Participate in shared research and writing projects.** **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**
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.6.**	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.2.6.**	**Recall information from experiences or gather information from provided sources to answer a question.** **WritingCity** **• 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.** **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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.4.**	**Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.2.4.**	**Determine and/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: context clues, word parts, word relationships, and reference materials.** **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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.2.6.**	**Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.** **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

North Carolina Standard Course of Study

Language Arts

Grade: **3** - Adopted: **2017**

CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.1.	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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.2.	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.2.	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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.3.	Describe characters in a story 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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.5.	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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.6.	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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.10.	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.3.10.	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. 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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT

STRAND / ESSENTIAL STANDARD	**RI.1.**	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.3.1.**	**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**
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.2.**	**Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.3.2.**	**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**
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.4.**	**Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.3.4.**	**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**
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.5.**	**Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.3.5.**	**Use text features and search tools 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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.7.**	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.3.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text. WritingCity • Unit 3b: Day 15 3-2-1- Highlight! • Unit 3b: Day 16 Vocabulary in a Text • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.8.**	**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.3.8.	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. 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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.3.9.	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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.10.**	**Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.3.10.	By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

		WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.5.	Fluency
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.3.5.	Read with sufficient accuracy and fluency to support comprehension.
CLARIFYING OBJECTIVE	RF.3.5.a.	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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CLARIFYING OBJECTIVE	W.3.1.a.	Organize information and ideas around a topic to plan and prepare to write. 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
CLARIFYING OBJECTIVE	W.3.1.b.	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
CLARIFYING OBJECTIVE	W.3.1.c.	Provide reasons that support the opinion. WritingCity • Unit 4: Day 03 Opinions and Advertising • Unit 4: Day 04 What's Your Opinion? • 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
CLARIFYING OBJECTIVE	W.3.1.d.	Use linking words and phrases 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
CLARIFYING OBJECTIVE	W.3.1.e.	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
CLARIFYING OBJECTIVE	W.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CLARIFYING OBJECTIVE	W.3.2.a.	Organize information and ideas around a topic to plan and prepare to write. <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 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**
CLARIFYING OBJECTIVE	**W.3.2.b.**	**Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.** **<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 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**
CLARIFYING OBJECTIVE	**W.3.2.c.**	**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
CLARIFYING OBJECTIVE	W.3.2.d.	Use linking words and phrases 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**
CLARIFYING OBJECTIVE	**W.3.2.e.**	**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**
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.3.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CLARIFYING OBJECTIVE	**W.3.3.a.**	**Organize information and ideas around a topic to plan and prepare to write.** **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 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 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 • 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**
CLARIFYING OBJECTIVE	**W.3.3.b.**	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.** **<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**
CLARIFYING OBJECTIVE	**W.3.3.c.**	**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
CLARIFYING OBJECTIVE	W.3.3.d.	Use temporal transition words and phrases to signal event order. <u>WritingCity</u> • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 05 Sequencing and Linking Words • Unit 2: Day 14 Revising--Glows and Grows • 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 5: Day 02 What is a Fable? • Unit 5: Day 09 Linking and Transition Words • 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
CLARIFYING OBJECTIVE	W.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <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 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 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 02 Becoming Experts • Unit 3b: Day 03 Facts, Definitions, and Details • Unit 3b: Day 04 Linking and Transition Words • 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 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 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.4.**	**Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.3.4.**	**With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.** **WritingCity** • Unit 6: Day 15 Publishing with Technology
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.5.**	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.3.5.**	**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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.6.**	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.3.6.**	**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
CONTENT AREA / STRAND	**NC.SL.**	**SPEAKING AND LISTENING**
STRAND / ESSENTIAL STANDARD	**SL.2.**	**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**SL.3.2.**	**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** **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 • Unit 5: Day 18 Activate Thinking in Traditional Literature
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.** **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

CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CLARIFYING OBJECTIVE	L.3.3.a.	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

CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.3.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. WritingCity • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits • 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.3.5.**	**Demonstrate understanding of nuances in word meanings.**
CLARIFYING OBJECTIVE	**L.3.5.a.**	**Distinguish the literal and nonliteral meanings of words and phrases in context.** **WritingCity** • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
CLARIFYING OBJECTIVE	**L.3.5.b.**	**Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.** **WritingCity** • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.3.6.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.** **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

North Carolina Standard Course of Study

Language Arts

Grade: **4** - Adopted: **2017**

CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.1.**	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.4.1.**	**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
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.2.**	**Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize 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
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.3.**	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in 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 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
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.4.9.**	**Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.** **WritingCity** • Unit 5: Day 13 Compare and Contrast
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.10.**	**Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.4.10.**	**By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.** **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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.1.**	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.4.1.**	**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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.2.**	**Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.4.2.**	**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 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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.3.**	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.4.3.**	**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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.4.	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. WritingCity • Unit 3b: Day 17 Nonfiction Choice Cards
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.4.5.	Describe the overall structure 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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.4.6.	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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.4.8.	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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.4.9.**	**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
CONTENT AREA / STRAND	**NC.RF.**	**READING: FOUNDATIONAL SKILLS**
STRAND / ESSENTIAL STANDARD	**RF.5.**	**Fluency**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RF.4.5.**	**Read with sufficient accuracy and fluency to support comprehension.**
CLARIFYING OBJECTIVE	**RF.4.5.a.**	**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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.4.1.**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
CLARIFYING OBJECTIVE	**W.4.1.a.**	**Organize information and ideas around a topic to plan and prepare to write.** **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**
CLARIFYING OBJECTIVE	**W.4.1.b.**	**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**
CLARIFYING OBJECTIVE	**W.4.1.c.**	**Provide reasons that are supported by facts and details.** **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
CLARIFYING OBJECTIVE	W.4.1.d.	Link opinion and reasons using words and phrases. 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
CLARIFYING OBJECTIVE	W.4.1.e.	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
CLARIFYING OBJECTIVE	W.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CLARIFYING OBJECTIVE	W.4.2.a.	Organize information and ideas around a topic to plan and prepare to write. 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**
CLARIFYING OBJECTIVE	**W.4.2.b.**	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.** **<u>WritingCity</u>** **• 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**
CLARIFYING OBJECTIVE	**W.4.2.c.**	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** **<u>WritingCity</u>** **• 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
CLARIFYING OBJECTIVE	W.4.2.d.	Link ideas within categories of information using words and phrases. WritingCity • 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
CLARIFYING OBJECTIVE	W.4.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic. WritingCity • 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
CLARIFYING OBJECTIVE	W.4.2.f.	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
CLARIFYING OBJECTIVE	W.4.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 15 Scoring Your Own Writing
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CLARIFYING OBJECTIVE	W.4.3.a.	Organize information and ideas around a topic to plan and prepare to write. 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 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 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** **• 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**
CLARIFYING OBJECTIVE	**W.4.3.b.**	**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 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**
CLARIFYING OBJECTIVE	**W.4.3.c.**	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.** **<u>WritingCity</u>** **• Unit 1: Day 02** **Ideas** **• 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 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• Unit 3b: Day 08** **Revising** **• Unit 5: Day 05** **Dialogue and Punctuation** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 5: Day 08** **Check-in and Write!**
CLARIFYING OBJECTIVE	**W.4.3.d.**	**Use a variety of transitional words and phrases to manage the sequence of events.** **<u>WritingCity</u>** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 2: Day 08** **Show And Tell Review** **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• Unit 3a: Day 01** **The Elements** **• 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 5: Day 06**

		Uno, Dos, Traits! **• 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**
CLARIFYING OBJECTIVE	**W.4.3.e.**	**Use concrete words and phrases and sensory details to convey experiences and events precisely.** **<u>WritingCity</u>** **• 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 10** **Scoring With A Rubric - Part 2** **• Unit 2: Day 12** **Formal Writing** **• 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 5: Day 02** **Descriptive Words and Progressive Verb Tenses** **• 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** **• 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
CLARIFYING OBJECTIVE	W.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <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 02 5 Square • 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 03 Definitions • Unit 3b: Day 05 Focus Skill Writing • Unit 3b: Day 06 Domain-Specific Vocabulary • 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 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 • 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!
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.4.**	**Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.4.4.**	**With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.** **WritingCity** • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.5.**	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.4.5.**	**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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.6.**	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.4.6.**	**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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.** **WritingCity** • Unit 1: Day 05 6 Traits: Sentence Fluency • 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 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CLARIFYING OBJECTIVE	**L.4.3.a.**	**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
CLARIFYING OBJECTIVE	L.4.3.b.	Choose punctuation for effect. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency
CLARIFYING OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

		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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.4.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
CLARIFYING OBJECTIVE	**L.4.5.a.**	**Explain the meaning of simple similes and metaphors 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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.4.6.**	**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 and that are basic to a particular topic.** **WritingCity** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 4: Day 07** **Formal Writing: Opinion Piece - Part 1** **• Unit 6: Day 10** **Planning Continued**

North Carolina Standard Course of Study

Language Arts

Grade: **5** - Adopted: **2017**

CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.1.**	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.5.1.**	**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**
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.2.**	**Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.5.2.**	**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**
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.3.**	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.5.3.**	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.** **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**
CONTENT AREA / STRAND	**NC.RL.**	**READING: LITERATURE**
STRAND / ESSENTIAL STANDARD	**RL.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RL.5.9.**	**Compare and contrast stories in the same genre 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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.10.	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.5.10.	By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to 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 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.5.1.	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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.2.	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.5.2.**	**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**
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.6.**	**Assess how point of view, perspective, or purpose shapes the content and style of a text.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.5.6.**	**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 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
CONTENT AREA / STRAND	**NC.RI.**	**READING: INFORMATIONAL TEXT**
STRAND / ESSENTIAL STANDARD	**RI.8.**	**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**RI.5.8.**	**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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.5.9.	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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.10.	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.5.10.	By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. 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
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.5.	Fluency
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.5.5.	Read with sufficient accuracy and fluency to support comprehension.
CLARIFYING OBJECTIVE	RF.5.5.a.	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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.5.1.**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
CLARIFYING OBJECTIVE	W.5.1.a.	Organize information and ideas around a topic to plan and prepare to write. WritingCity • 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
CLARIFYING OBJECTIVE	W.5.1.b.	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?
CLARIFYING OBJECTIVE	W.5.1.c.	Provide logically ordered reasons that are supported by facts and details. WritingCity • Unit 4: Day 01 What is an Opinion Paper? • 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 14

		Response to Text: Planning Template • Unit 4: Day 15 Response to Text: Persuasive Letters
CLARIFYING OBJECTIVE	W.5.1.d.	Link opinion and reasons using words, phrases, and clauses. WritingCity • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5
CLARIFYING OBJECTIVE	W.5.1.e.	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
CLARIFYING OBJECTIVE	W.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. WritingCity • 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CLARIFYING OBJECTIVE	W.5.2.a.	Organize information and ideas around a topic to plan and prepare to write. 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**
CLARIFYING OBJECTIVE	**W.5.2.b.**	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, 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**
CLARIFYING OBJECTIVE	**W.5.2.c.**	**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
CLARIFYING OBJECTIVE	W.5.2.d.	Link ideas within and across categories of information using words, phrases, and clauses. 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
CLARIFYING OBJECTIVE	W.5.2.e.	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
CLARIFYING OBJECTIVE	W.5.2.f.	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
CLARIFYING OBJECTIVE	W.5.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. <u>WritingCity</u> • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 10 Planning to Write • Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • 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 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 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 5: Day 04 What's the Plan? • 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 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 11

		Reviewing the Plan • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CLARIFYING OBJECTIVE	W.5.3.a.	Organize information and ideas around a topic to plan and prepare to write. WritingCity • Unit 1: Day 02 Ideas • Unit 2: Day 04 Character Description • Unit 2: Day 12 Writing a Conclusion • 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 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 • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
CLARIFYING OBJECTIVE	W.5.3.b.	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 2: Day 04** **Character Description** **• 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**
CLARIFYING OBJECTIVE	**W.5.3.c.**	**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**
CLARIFYING OBJECTIVE	**W.5.3.d.**	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.** **WritingCity** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 05** **Transition** **• 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 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**
CLARIFYING OBJECTIVE	**W.5.3.e.**	**Use concrete words and phrases and sensory details to convey experiences and events precisely.** **WritingCity** **• Unit 1: Day 04** **Voice** **• Unit 1: Day 06** **Word Choice** **• Unit 2: Day 01** **Vary Sentences Part 1** **• Unit 2: Day 03** **Sensory Images** **• Unit 2: Day 04** **Character Description** **• 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**
CLARIFYING OBJECTIVE	**W.5.3.f.**	**Provide a conclusion that follows from the narrated experiences or events.** **WritingCity** **• Unit 1: Day 03** **Organization** **• Unit 2: Day 12** **Writing a Conclusion** **• 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** **• Unit 5: Day 08** **Revising Part 2**
CLARIFYING OBJECTIVE	**W.5.3.g.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.** **WritingCity** **• Unit 1: Day 01** **Topics I Can Write About** **• 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 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 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 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 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 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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.4.**	**Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.5.4.**	With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. WritingCity • Unit 6: Day 16 Scoring and Publishing
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.5.**	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.5.5.**	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
CONTENT AREA / STRAND	**NC.W.**	**WRITING**
STRAND / ESSENTIAL STANDARD	**W.6.**	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**W.5.6.**	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 02 Gathering Resources • 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
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.** **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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CLARIFYING OBJECTIVE	**L.5.3.a.**	**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**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**

STRAND / ESSENTIAL STANDARD	**L.4.**	**Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.5.4.**	**Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.** **WritingCity** **• Unit 1: Day 06** **Word Choice** **• Unit 3b: Day 01** **Definitions and Details** **• Unit 3b: Day 03** **5 Square Paragraphs**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.5.5.**	**Demonstrate understanding of figurative language and nuances in word meanings.**
CLARIFYING OBJECTIVE	**L.5.5.b.**	**Recognize and explain the meaning of common idioms, adages, and proverbs.** **WritingCity** **• Unit 5: Day 08** **Revising Part 2**
CONTENT AREA / STRAND	**NC.L.**	**LANGUAGE**
STRAND / ESSENTIAL STANDARD	**L.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**L.5.6.**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.** **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**

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