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

Pennsylvania Core and Academic Standards

Language Arts

Grade: **K** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.4.K.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory**
STANDARD	**CC.1.4.K.A.**	**Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.** **WritingCity** **• Unit 3b: Day 01** **Reasons to Write** **• 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**
SUBJECT / STANDARD AREA	**PA.CC.1.4.K.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Focus**
STANDARD	**CC.1.4.K.B.**	**Use a combination of drawing, dictating, and writing to focus on one specific topic.** **WritingCity** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment**
SUBJECT / STANDARD AREA	**PA.CC.1.4.K.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Content**

STANDARD	**CC.1.4.K.C.**	**With prompting and support, generate ideas and details to convey information that relates to the chosen topic.** **WritingCity** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again**
SUBJECT / STANDARD AREA	**PA.CC.1.4.K.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Conventions of Language**
STANDARD	**CC.1.4.K.F.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
DESCRIPTOR / STANDARD	**CC.1.4.K.F.1.**	**Capitalize the first word in a sentence and the pronoun I.** **WritingCity** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10**

		The Checklist **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
DESCRIPTOR / STANDARD	**CC.1.4.K.F.2.**	**Recognize and use end punctuation.** **<u>WritingCity</u>** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 01** **Reasons to Write** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09**

		State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More Topics • Unit 6: Day 10 Scoring Research
DESCRIPTOR / STANDARD	CC.1.4.K.F.3.	Spell simple words phonetically. <u>WritingCity</u> • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 6: Day 10 Scoring Research
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		**Opinion/Argumentative: Conventions of Language**
STANDARD	**CC.1.4.K.L.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
DESCRIPTOR / STANDARD	**CC.1.4.K.L.1.**	**Capitalize the first word in a sentence and the pronoun I.** **WritingCity** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites** **• Unit 6: Day 06** **More Topics**

		• Unit 6: Day 10 Scoring Research
DESCRIPTOR / STANDARD	CC.1.4.K.L.2.	Recognize and use end punctuation. <u>WritingCity</u> • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 3b: Day 01 Reasons to Write • Unit 3b: Day 02 Informative Writing • Unit 3b: Day 03 Write Informatively • Unit 3b: Day 04 More Information • Unit 3b: Day 05 Inform Again • Unit 3b: Day 06 Sentence Types • Unit 3b: Day 07 More Sentences • Unit 3b: Day 08 Even More Sentences • Unit 3b: Day 09 Formal Writing Assessment • Unit 4: Day 01 Reasons to Write • Unit 4: Day 02 That's Your Opinion • Unit 4: Day 03 The Best • Unit 4: Day 04 The Best - Part II • Unit 4: Day 05 The Best - Part III • Unit 4: Day 06 The Best - Part IV • Unit 4: Day 07 The Best - Part V • Unit 4: Day 08 Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 4: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes • Unit 6: Day 06 More Topics • Unit 6: Day 10 Scoring Research

DESCRIPTOR / STANDARD	CC.1.4.K.L.3.	Spell simple words phonetically. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.K.P.	Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. WritingCity • Unit 1: Day 06 Transitional Writer • Unit 2a: Day 01 Picture Planning • Unit 2a: Day 02 Draw and Write • Unit 2a: Day 03 Draw and Write Part 2 • Unit 2a: Day 04

		Draw and Write Part 3 • Unit 2a: Day 05 Draw and Write Part 4 • Unit 2a: Day 06 Draw and Write Part 5 • Unit 2a: Day 07 Draw and Write Part 6 • Unit 2a: Day 08 Glows and Grows • Unit 2a: Day 09 Find the Glows and Grows • Unit 2a: Day 10 Let's Write • Unit 2b: Day 01 Writing on Your Own • Unit 2b: Day 02 Sharing Your Writing • Unit 2b: Day 03 Keep On Writing • Unit 2b: Day 04 Write On! • Unit 2b: Day 05 Just Keep Writing • Unit 2b: Day 06 Write? Right! • Unit 2b: Day 07 Writers R Us • Unit 2b: Day 08 The Checklist • Unit 2b: Day 09 Scoring Writing • Unit 3a: Day 01 Word Wall • Unit 3a: Day 02 High Frequency Words • Unit 3a: Day 03 More High Frequency Words • Unit 3a: Day 04 Even More High Frequency Words • Unit 3a: Day 05 High Frequency Word Masters • Unit 3a: Day 06 Time to Write • Unit 3a: Day 07 Find the Words • Unit 3a: Day 08 New Writing Topics • Unit 3a: Day 09 The Pronoun "I" • Unit 3a: Day 10 The Checklist • Unit 5: Day 01 Poems, Poems, Poems • Unit 5: Day 02 More, More, More • Unit 5: Day 04 Write a Rhyme • Unit 5: Day 05 Color Words Rhymes
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language

STANDARD	**CC.1.4.K.R.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
DESCRIPTOR / STANDARD	**CC.1.4.K.R.1.**	**Capitalize first word in sentence and pronoun I.** **<u>WritingCity</u>** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 03** **Poetry Book** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 5: Day 06** **Opposites** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**

DESCRIPTOR / STANDARD	**CC.1.4.K.R.2.**	**Recognize and use end punctuation.** **<u>WritingCity</u>** **• Unit 3a: Day 06** **Time to Write** **• Unit 3a: Day 07** **Find the Words** **• Unit 3a: Day 08** **New Writing Topics** **• Unit 3a: Day 09** **The Pronoun "I"** **• Unit 3a: Day 10** **The Checklist** **• Unit 3b: Day 01** **Reasons to Write** **• Unit 3b: Day 02** **Informative Writing** **• Unit 3b: Day 03** **Write Informatively** **• Unit 3b: Day 04** **More Information** **• Unit 3b: Day 05** **Inform Again** **• Unit 3b: Day 06** **Sentence Types** **• Unit 3b: Day 07** **More Sentences** **• Unit 3b: Day 08** **Even More Sentences** **• Unit 3b: Day 09** **Formal Writing Assessment** **• Unit 4: Day 01** **Reasons to Write** **• Unit 4: Day 02** **That's Your Opinion** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08** **Your Favorite** **• Unit 4: Day 09** **State Your Opinion** **• Unit 4: Day 10** **The Checklist** **• Unit 5: Day 01** **Poems, Poems, Poems** **• Unit 5: Day 02** **More, More, More** **• Unit 5: Day 04** **Write a Rhyme** **• Unit 5: Day 05** **Color Words Rhymes** **• Unit 6: Day 06** **More Topics** **• Unit 6: Day 10** **Scoring Research**
DESCRIPTOR / STANDARD	**CC.1.4.K.R.3.**	**Spell simple words phonetically.**

		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**
SUBJECT / STANDARD AREA	**PA.CC.1.4.K.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Production and Distribution of Writing: Writing Process**
STANDARD	**CC.1.4.K.T.**	**With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.** **WritingCity** **• Unit 4: Day 03** **The Best** **• Unit 4: Day 04** **The Best - Part II** **• Unit 4: Day 05** **The Best - Part III** **• Unit 4: Day 06** **The Best - Part IV** **• Unit 4: Day 07** **The Best - Part V** **• Unit 4: Day 08**

		Your Favorite • Unit 4: Day 09 State Your Opinion • Unit 6: Day 03 Revising • Unit 6: Day 04 More Revising • Unit 6: Day 07 Even More Revising • Unit 6: Day 08 Another Revising Day • Unit 6: Day 10 Scoring Research
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.K.U.	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. WritingCity • Unit 6: Day 10 Scoring Research
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.K.V.	Participate in individual or shared research projects on a topic of interest. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.K.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.K.W.	With guidance and support, 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

Pennsylvania Core and Academic Standards

Language Arts

Grade: **1** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.1.1.**	**Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
STANDARD AREA / STATEMENT		**Phonics and Word Recognition**
STANDARD	**CC.1.1.1.D.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
DESCRIPTOR / STANDARD	**CC.1.1.1.D.4.**	**Read grade-appropriate irregularly spelled words.** **WritingCity** • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	**PA.CC.1.2.1.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.2.1.J.**	**Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and**

		phrases. WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. WritingCity • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.1.A.	Write informative/ explanatory texts to examine a topic and convey ideas and information. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09

		Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.1.D.	Group information and provide some sense of closure. WritingCity • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 3: Day 01 Why do we Write? • Unit 3: Day 02 Reasons to Write • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 09 Concluding Statement • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1.F.1.	Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07

		Including Characters **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 3: Day 03** **Nouns** **• Unit 3: Day 04** **What is a Fact?** **• Unit 3: Day 05** **Planning for Informative Writing** **• Unit 3: Day 06** **Writing to Inform** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 5: Day 01** **4 Ws** **• Unit 5: Day 02** **Planning with 4 Ws** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 02** **The "How To" Plan**
DESCRIPTOR / STANDARD	**CC.1.4.1.F.2.**	**Use end punctuation; use commas in dates and words in series.** **<u>WritingCity</u>** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03**

		Thinking about Spelling **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 10** **Editing Checklist**
DESCRIPTOR / STANDARD	**CC.1.4.1.F.3.**	**Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Learn More About Writing** **• Unit 1: Day 02** **We Are Writers** **• Unit 1: Day 03** **Sound Card Bingo** **• Unit 1: Day 04** **Transitional Writer** **• Unit 1: Day 05** **People and Events** **• Unit 1: Day 06** **Things and Places** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 04** **The Hook** **• Unit 2a: Day 05** **The Doctor's Office** **• Unit 2a: Day 06** **Think About Spacing** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric**

		• Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative**
STANDARD	**CC.1.4.1.G.**	**Write opinion pieces on familiar topics.** **WritingCity** • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative: Focus**
STANDARD	**CC.1.4.1.H.**	**Form an opinion by choosing among given topics.** **WritingCity** • Unit 4: Day 01

		Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative: Content**
STANDARD	**CC.1.4.1.I.**	**Support the opinion with reasons related to the opinion.** **WritingCity** • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative: Organization**
STANDARD	**CC.1.4.1.J.**	**Create an organizational structure that includes reasons and provides some sense of closure.**

		WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.1.K.	Use a variety of words and phrases. WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language

STANDARD	**CC.1.4.1.L.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
DESCRIPTOR / STANDARD	**CC.1.4.1.L.1.**	**Capitalize dates and names of people.** **WritingCity** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 3: Day 03** **Nouns** **• Unit 3: Day 04** **What is a Fact?** **• Unit 3: Day 05** **Planning for Informative Writing** **• Unit 3: Day 06** **Writing to Inform** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 5: Day 01** **4 Ws** **• Unit 5: Day 02** **Planning with 4 Ws** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 02** **The "How To" Plan**
DESCRIPTOR / STANDARD	**CC.1.4.1.L.2.**	**Use end punctuation; use commas in dates and words in series.** **WritingCity** **• Unit 2a: Day 08** **Picture, Plan and Write**

		• Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 14 Remembering the Focus Skills • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 5: Day 05 The Candy House • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
DESCRIPTOR / STANDARD	CC.1.4.1.L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <u>WritingCity</u> • Unit 1: Day 01 Learn More About Writing • Unit 1: Day 02 We Are Writers • Unit 1: Day 03 Sound Card Bingo • Unit 1: Day 04 Transitional Writer • Unit 1: Day 05 People and Events • Unit 1: Day 06 Things and Places • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07

		Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative**
STANDARD	**CC.1.4.1.M.**	**Write narratives to develop real or imagined experiences or events.** **WritingCity** • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05 The Doctor's Office • Unit 2a: Day 06 Think About Spacing • Unit 2a: Day 07 Including Characters • Unit 2a: Day 08 Picture, Plan and Write • Unit 2a: Day 09 Exclamation! • Unit 2a: Day 10 Questions? • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13

		The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Focus**
STANDARD	**CC.1.4.1.N.**	**Establish who and what the narrative will be about.** **WritingCity** • Unit 2a: Day 01 Engaging Topics • Unit 2a: Day 02 Plan and Write • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 04 The Hook • Unit 2a: Day 05

		The Doctor's Office **• Unit 2a: Day 06** **Think About Spacing** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 01** **Planning a BME Writing Piece** **• Unit 2b: Day 02** **Writing a BME Piece** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 06** **Nouns** **• Unit 2b: Day 07** **Glows and Grows** **• Unit 2b: Day 08** **Temporal Words** **• Unit 2b: Day 09** **First, Second, Third** **• Unit 2b: Day 10** **Revising** **• Unit 2b: Day 11** **Applying the Focus Skills** **• Unit 2b: Day 12** **Revising with a Peer** **• Unit 2b: Day 13** **Revising Questions** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 2b: Day 15** **Writing Assessment** **• Unit 5: Day 01** **4 Ws** **• Unit 5: Day 02** **Planning with 4 Ws** **• Unit 5: Day 03** **Revising a Peer's 4 W Piece** **• Unit 5: Day 04** **Narrative Writing with 4 Ws** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 06** **Expand a Sentence** **• Unit 5: Day 10** **Assessment Writing**

SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Organization**
STANDARD	**CC.1.4.1.P.**	**Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.** **<u>WritingCity</u>** **• Unit 2a: Day 01** **Engaging Topics** **• Unit 2a: Day 02** **Plan and Write** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 04** **The Hook** **• Unit 2a: Day 05** **The Doctor's Office** **• Unit 2a: Day 06** **Think About Spacing** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 01** **Planning a BME Writing Piece** **• Unit 2b: Day 02** **Writing a BME Piece** **• Unit 2b: Day 03** **Thinking about Spelling** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 06** **Nouns** **• Unit 2b: Day 07** **Glows and Grows** **• Unit 2b: Day 08** **Temporal Words** **• Unit 2b: Day 09** **First, Second, Third** **• Unit 2b: Day 10** **Revising** **• Unit 2b: Day 11** **Applying the Focus Skills** **• Unit 2b: Day 12** **Revising with a Peer** **• Unit 2b: Day 13** **Revising Questions** **• Unit 2b: Day 14**

		Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.1.Q.	Use a variety of words and phrases. WritingCity • Unit 4: Day 01 Opinions • Unit 4: Day 02 Prepositions • Unit 4: Day 03 Stating your Opinion • Unit 4: Day 04 Using Prepositions • Unit 4: Day 05 Adjectives • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing • Unit 4: Day 12 Revising the Assessment Writing
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.1.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1.R.1.	Capitalize dates and names of people. WritingCity • Unit 2a: Day 03 Topics and Planning • Unit 2a: Day 07

		Including Characters **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 3: Day 03** **Nouns** **• Unit 3: Day 04** **What is a Fact?** **• Unit 3: Day 05** **Planning for Informative Writing** **• Unit 3: Day 06** **Writing to Inform** **• Unit 3: Day 07** **Introductory Sentence** **• Unit 3: Day 08** **Past Tense Verbs** **• Unit 3: Day 09** **Concluding Statement** **• Unit 3: Day 13** **Planning the Writing Assessment** **• Unit 3: Day 14** **Informative/Explanatory Writing** **• Unit 5: Day 01** **4 Ws** **• Unit 5: Day 02** **Planning with 4 Ws** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 02** **The "How To" Plan**
DESCRIPTOR / STANDARD	**CC.1.4.1.R.2.**	**Use end punctuation; use commas in dates and words in series.** **<u>WritingCity</u>** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 09** **Exclamation!** **• Unit 2a: Day 10** **Questions?** **• Unit 2a: Day 11** **Voice Through Humor** **• Unit 2a: Day 14** **Score with a Rubric** **• Unit 2b: Day 03**

		Thinking about Spelling **• Unit 2b: Day 04** **Remembering End Punctuation** **• Unit 2b: Day 05** **Fluffy the Cat** **• Unit 2b: Day 14** **Remembering the Focus Skills** **• Unit 4: Day 02** **Prepositions** **• Unit 4: Day 03** **Stating your Opinion** **• Unit 4: Day 04** **Using Prepositions** **• Unit 4: Day 09** **Writing with Prepositions** **• Unit 4: Day 10** **The Best Thing to Do With a Friend** **• Unit 4: Day 11** **Assessment Writing** **• Unit 5: Day 05** **The Candy House** **• Unit 5: Day 07** **Editing** **• Unit 5: Day 08** **The Editing Checklist** **• Unit 5: Day 09** **Peer Editing** **• Unit 5: Day 12** **Using the Checklist** **• Unit 6: Day 10** **Editing Checklist**
DESCRIPTOR / STANDARD	**CC.1.4.1.R.3.**	**Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Learn More About Writing** **• Unit 1: Day 02** **We Are Writers** **• Unit 1: Day 03** **Sound Card Bingo** **• Unit 1: Day 04** **Transitional Writer** **• Unit 1: Day 05** **People and Events** **• Unit 1: Day 06** **Things and Places** **• Unit 2a: Day 03** **Topics and Planning** **• Unit 2a: Day 04** **The Hook** **• Unit 2a: Day 05** **The Doctor's Office** **• Unit 2a: Day 06** **Think About Spacing** **• Unit 2a: Day 07** **Including Characters** **• Unit 2a: Day 08** **Picture, Plan and Write** **• Unit 2a: Day 12** **Recounting Events** **• Unit 2a: Day 13** **The Checklist** **• Unit 2a: Day 14** **Score with a Rubric**

		• Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	**PA.CC.1.4.1.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Production and Distribution of Writing: Writing Process**
STANDARD	**CC.1.4.1.T.**	**With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.** **<u>WritingCity</u>** • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 15 Writing Assessment • Unit 3: Day 15 Revising • Unit 3: Day 16 Publishing and Sharing • Unit 4: Day 07 Adding Details • Unit 4: Day 08 Revising with a Peer • Unit 4: Day 12 Revising the Assessment Writing • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 05 The Candy House • Unit 5: Day 11 Revising the Assessment Piece • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows

		• Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment • Unit 6: Day 09 Answering the Revising Question • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.1.U.	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. WritingCity • Unit 6: Day 10 Editing Checklist
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.1.V.	Participate in individual or shared research and writing projects. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses • Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment
SUBJECT / STANDARD AREA	PA.CC.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.1.W.	With guidance and support, recall information from experiences or gather information from provided sources to answer a question. WritingCity • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? • Unit 6: Day 04 Verb Tenses

		• Unit 6: Day 05 Glows and Grows • Unit 6: Day 06 Review Focus Skills • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment

Pennsylvania Core and Academic Standards

Language Arts

Grade: **2** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.4.2.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory**
STANDARD	**CC.1.4.2.A.**	**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.4.2.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Focus**
STANDARD	**CC.1.4.2.B.**	**Identify and introduce the topic.** **<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
SUBJECT / STANDARD AREA	**PA.CC.1.4.2.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Content**
STANDARD	**CC.1.4.2.C.**	**Develop the topic with facts and/or definitions.** **<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
SUBJECT / STANDARD AREA	**PA.CC.1.4.2.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Organization**
STANDARD	**CC.1.4.2.D.**	**Group information and provide a concluding statement or section.** **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
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.2.	Use commas and apostrophes appropriately. <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns. <u>WritingCity</u> • 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
DESCRIPTOR / STANDARD	CC.1.4.2.F.4.	Consult reference material as needed. WritingCity • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative
STANDARD	CC.1.4.2.G.	Write opinion pieces on familiar topics or texts. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus
STANDARD	CC.1.4.2.H.	Identify the topic and state an opinion. 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.2.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative: Conventions of Language**
STANDARD	**CC.1.4.2.L.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
DESCRIPTOR / STANDARD	**CC.1.4.2.L.2.**	**Use commas and apostrophes appropriately.** **WritingCity** • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
DESCRIPTOR / STANDARD	**CC.1.4.2.L.3.**	**Spell words drawing on common spelling patterns.** **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
DESCRIPTOR / STANDARD	CC.1.4.2.L.4.	Consult reference material as needed. WritingCity • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events. WritingCity • Unit 1: Day 02 Traits: Ideas • Unit 1: Day 03 Traits: Organization • Unit 1: Day 04 Traits: Voice • Unit 1: Day 06 Traits: Word Choice • Unit 2: Day 01 Narrative Writing: BME • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 06 Narrative Writing: Revising to add Thoughts and Feelings • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 2: Day 09 Narrative Writing: Temporal Words Day 2 • Unit 2: Day 11 Narrative Writing: Formal Writing Assessment Day 1 • Unit 2: Day 12 Narrative Writing: Formal Writing Assessment Day 2 • Unit 5: Day 01 Planning with a Story Strip Day 1 • Unit 5: Day 02

		Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 5: Day 11 Formal Writing Assessment: Revising • Unit 5: Day 12 Using Temporal Words
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.2.	Use commas and apostrophes appropriately. WritingCity • Unit 1: Day 07 Traits: Conventions • Unit 3a: Day 08 Write Informative Text Part 1 • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 4: Day 08 Contractions • Unit 4: Day 09 Revising and Editing • Unit 4: Day 11 Formal Writing Assessment: Planning • Unit 4: Day 12 Formal Writing Assessment • Unit 4: Day 13 Formal Writing Assessment: Revising and Editing • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns. 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
DESCRIPTOR / STANDARD	CC.1.4.2.R.4.	Consult reference material as needed. <u>WritingCity</u> • Unit 3b: Day 09 Planning • Unit 3b: Day 11 Editing • Unit 3b: Day 13 Formal Writing Assessment - Part 1 • Unit 3b: Day 14 Formal Writing Assessment - Part 2 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <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 01** **Facts and Opinions** **• Unit 4: Day 02** **Linking Words** **• Unit 4: Day 03** **Reflexive Pronouns** **• Unit 4: Day 04** **Revising and Editing with a Checklist** **• Unit 4: Day 05** **Peer Revising** **• Unit 4: Day 07** **Planning** **• Unit 4: Day 08** **Contractions** **• Unit 4: Day 09** **Revising and Editing** **• Unit 4: Day 10** **Writing a Letter** **• Unit 4: Day 11** **Formal Writing Assessment: Planning** **• Unit 4: Day 12** **Formal Writing Assessment** **• Unit 4: Day 13** **Formal Writing Assessment: Revising and Editing** **• Unit 4: Day 15** **Formal Writing Assessment: Scoring with a Rubric** **• Unit 5: Day 07** **Revising to Add Adjectives and Details** **• Unit 5: Day 08** **Peer Revision** **• Unit 5: Day 11** **Formal Writing Assessment: Revising** **• Unit 5: Day 12** **Using Temporal Words** **• Unit 6: Day 06** **4 Paragraph Planning Sheet--Part 1** **• Unit 6: Day 07** **4 Paragraph Planning Sheet--Part 2**

		• Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.2.U.	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.2.W.	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

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.2.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • 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 10 Revising Checklist • Unit 3a: Day 13 Scoring with a Rubric • Unit 3b: Day 03 Defining Nouns Part 2 • 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 15 Formal Writing Assessment: Revising and Editing • Unit 3b: Day 16 Formal Writing Assessment: Scoring • 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 10 Formal Writing Assessment: Revising and Editing • Unit 6: Day 11 Formal Writing Assessment: Scoring with a Rubric

Grade: **3** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.1.3.**	**Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
STANDARD AREA / STATEMENT		**Fluency**
STANDARD	**CC.1.1.3.E.**	**Read with accuracy and fluency to support comprehension.**
DESCRIPTOR / STANDARD	**CC.1.1.3.E.1.**	**Read on-level text with purpose and understanding.** **<u>WritingCity</u>** **• 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**
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Main Idea**
STANDARD	**CC.1.2.3.A.**	**Determine the main idea of a text; recount the key details and explain how they support the main idea.** **<u>WritingCity</u>** **• 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**
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Text Analysis**
STANDARD	**CC.1.2.3.B.**	**Ask and answer questions about the text and make inferences from text; refer to text to support responses.** **<u>WritingCity</u>** **• 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
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Text Structure**
STANDARD	**CC.1.2.3.E.**	**Use text features and search tools to locate and interpret information.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Vocabulary**
STANDARD	**CC.1.2.3.F.**	**Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.** **WritingCity** • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Integration of Knowledge and Ideas: Diverse Media**
STANDARD	**CC.1.2.3.G.**	**Use information gained from text features to demonstrate understanding of a text.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.3.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on**

		comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Analysis Across Texts
STANDARD	CC.1.2.3.I.	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
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.3.J.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 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 3b: Day 16 Vocabulary in a Text • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 5: Day 05 Action Words • Unit 5: Day 07 Fable Beginnings • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables

		• Unit 5: Day 16 Revising Fables
STANDARD	CC.1.2.3.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. 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
SUBJECT / STANDARD AREA	PA.CC.1.2.3.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.3.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. WritingCity • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.3.A.	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in 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
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.3.B.	Ask and answer questions about the text and make inferences from text, referring to text to support responses. 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
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.3.C.	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
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.3.E.	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. WritingCity • Unit 5: Day 18 Activate Thinking in Traditional Literature
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.3.F.	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. WritingCity • Unit 5: Day 19 Responses to Text: Comparing Morals • Unit 5: Day 20 Responses to Text: Comparing Morals
SUBJECT / STANDARD AREA	PA.CC.1.3.3.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.3.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

		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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.3.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.3.3.J.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.** **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 3b: Day 16** **Vocabulary in a Text** **• Unit 3b: Day 17** **Scoring a Response** **• Unit 3b: Day 18** **Scoring a Response** **• Unit 4: Day 07** **Uno, Dos, Traits: Scoring with Rubric** **• Unit 4: Day 09** **Formal Writing Assessment** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 5: Day 05** **Action Words** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables**

SUBJECT / STANDARD AREA	**PA.CC.1.3.3.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Range of Reading**
STANDARD	**CC.1.3.3.K.**	**Read and comprehend literary fiction on grade level, reading independently and proficiently.** **WritingCity** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 20** **Read, Reread, Respond and Score** **• Unit 2: Day 21** **Read, Reread, Respond and Score**
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Focus**
STANDARD	**CC.1.4.3.B.**	**Identify and introduce the topic.** **WritingCity** **• Unit 3a: Day 01** **Informational Writing** **• Unit 3a: Day 02** **Paragraphing and Structure** **• Unit 3a: Day 03** **Narrative vs. Non-Narrative** **• Unit 3a: Day 05** **Introductions and Topic Sentences** **• Unit 3a: Day 06** **Paragraphs and Linking Words** **• Unit 3a: Day 10** **Teacher Modeling and Planning** **• Unit 3a: Day 11** **Special Place** **• Unit 3a: Day 12** **Revising with A.R.M.S.** **• Unit 3a: Day 13** **Editing and Scoring** **• Unit 3b: Day 02** **Becoming Experts** **• Unit 3b: Day 03** **Facts, Definitions, and Details** **• Unit 3b: Day 06** **Introductions** **• Unit 3b: Day 09** **Planning Sheets** **• Unit 3b: Day 10** **Formal Writing Assessment** **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows**

		• Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Content**
STANDARD	**CC.1.4.3.C.**	**Develop the topic with facts, definitions, details, and illustrations, as appropriate.** **WritingCity** • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 02 Paragraphing and Structure • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Organization**
STANDARD	**CC.1.4.3.D.**	**Create an organizational structure that includes information grouped and connected logically with 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Style**
STANDARD	**CC.1.4.3.E.**	**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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative**
STANDARD	**CC.1.4.3.M.**	**Write narratives to develop real or imagined experiences or events.** **<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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Content**
STANDARD	CC.1.4.3.O.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. WritingCity • Unit 1: Day 02 6 Traits: Ideas • Unit 1: Day 04 6 Traits: Voice • Unit 2: Day 02 Adverbs • Unit 2: Day 03 Dialogue=Detail • Unit 2: Day 04 Using Dialogue to Develop Characters • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 5: Day 02 What is a Fable? • Unit 5: Day 06 Moral of the Lesson • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables • Unit 5: Day 16 Revising Fables
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Organization**
STANDARD	CC.1.4.3.P.	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. WritingCity • Unit 1: Day 03 6 Traits: Organization • Unit 2: Day 08 Planning • Unit 2: Day 10 Catchy Closures • Unit 5: Day 03 Planning Wheels • Unit 5: Day 06

		Moral of the Lesson • Unit 5: Day 08 Fable Planning: Talk it Out • Unit 5: Day 14 Formal Writing Assessment
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.3.Q.	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
SUBJECT / STANDARD AREA	PA.CC.1.4.3.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Response to Literature
STANDARD	CC.1.4.3.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Production and Distribution of Writing: Writing Process**
STANDARD	**CC.1.4.3.T.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** **WritingCity** • Unit 1: Day 01 Getting Ready to Write: Topics • Unit 1: Day 08 Getting Ready for Writing • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 08 Planning • Unit 2: Day 09 How to Bait a Reader • Unit 2: Day 11 The 6 Traits Rubric • Unit 2: Day 12 Writing From Experience • Unit 2: Day 13 Scoring with a Rubric • Unit 2: Day 15 Editing--Glows and Grows • Unit 2: Day 16 Intro to Response Writing • Unit 2: Day 17 Off to the RACES • Unit 2: Day 18 Writers Respond to Questions and Prompts • Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09

		Planning Sheets **• Unit 3b: Day 11** **Revising with A.R.M.S** **• Unit 3b: Day 12** **Editing Checklist** **• Unit 3b: Day 13** **Scoring Our Writing** **• Unit 3b: Day 17** **Scoring a Response** **• Unit 3b: Day 18** **Scoring a Response** **• Unit 4: Day 05** **5 Square Organizer** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing and Scoring** **• Unit 4: Day 12** **Response to Text- A Taste of Two** **• Unit 4: Day 13** **Response to Text- Comparing Two Texts** **• Unit 4: Day 14** **Response to Text- A Persuasive Letter** **• Unit 5: Day 03** **Planning Wheels** **• Unit 5: Day 04** **Fables and Focus** **• Unit 5: Day 05** **Action Words** **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 12** **Revising Ears**

		• Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric • Unit 6: Day 16 Reflection and Celebration
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Technology and Publication**
STANDARD	**CC.1.4.3.U.**	**With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.** **WritingCity** • Unit 6: Day 15 Publishing with Technology
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Conducting Research**
STANDARD	**CC.1.4.3.V.**	**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
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Credibility, Reliability, and Validity of Sources**
STANDARD	**CC.1.4.3.W.**	**Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

		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**
SUBJECT / STANDARD AREA	**PA.CC.1.4.3.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Range of Writing**
STANDARD	**CC.1.4.3.X.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **WritingCity** **• Unit 1: Day 01** **Getting Ready to Write: Topics** **• Unit 1: Day 08** **Getting Ready for Writing** **• Unit 2: Day 07** **Writing the Whole Story** **• Unit 2: Day 08** **Planning** **• Unit 2: Day 09** **How to Bait a Reader** **• Unit 2: Day 11** **The 6 Traits Rubric** **• Unit 2: Day 12** **Writing From Experience** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 15** **Editing--Glows and Grows** **• Unit 2: Day 16** **Intro to Response Writing** **• Unit 2: Day 17** **Off to the RACES** **• Unit 2: Day 18** **Writers Respond to Questions and Prompts**

		• Unit 2: Day 19 Using the Checklist • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score • Unit 3a: Day 01 Informational Writing • Unit 3a: Day 03 Narrative vs. Non-Narrative • Unit 3a: Day 04 Voice • Unit 3a: Day 05 Introductions and Topic Sentences • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 10 Teacher Modeling and Planning • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 04 Linking and Transition Words • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment • Unit 3b: Day 11 Revising with A.R.M.S • Unit 3b: Day 12 Editing Checklist • Unit 3b: Day 13 Scoring Our Writing • Unit 3b: Day 17 Scoring a Response • Unit 3b: Day 18 Scoring a Response • Unit 4: Day 05 5 Square Organizer • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric • Unit 4: Day 08 Introductions, Conclusions, & Student Planning • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 10 Revising • Unit 4: Day 11 Editing and Scoring • Unit 4: Day 12 Response to Text- A Taste of Two • Unit 4: Day 13 Response to Text- Comparing Two Texts • Unit 4: Day 14 Response to Text- A Persuasive Letter • Unit 5: Day 02 What is a Fable? • Unit 5: Day 03 Planning Wheels • Unit 5: Day 04 Fables and Focus • Unit 5: Day 05

		Action Words **• Unit 5: Day 06** **Moral of the Lesson** **• Unit 5: Day 07** **Fable Beginnings** **• Unit 5: Day 08** **Fable Planning: Talk it Out** **• Unit 5: Day 10** **Possessives and Plurals, Oh My!** **• Unit 5: Day 11** **Editing for Capitals** **• Unit 5: Day 12** **Score, Plan, & Talk!** **• Unit 5: Day 13** **Score, Plan, & Write!** **• Unit 5: Day 14** **Formal Writing Assessment** **• Unit 5: Day 15** **Scoring Fables** **• Unit 5: Day 16** **Revising Fables** **• Unit 5: Day 17** **Editing Fables** **• Unit 5: Day 19** **Responses to Text: Comparing Morals** **• Unit 5: Day 20** **Responses to Text: Comparing Morals** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight** **• Unit 6: Day 04** **Guided Notes Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Notes Journal** **• Unit 6: Day 07** **Glows and Grows** **• Unit 6: Day 08** **5 Square Planning Sheet** **• Unit 6: Day 10** **Ready, Set, Write!** **• Unit 6: Day 11** **Just Keep Writing** **• Unit 6: Day 12** **Revising Ears** **• Unit 6: Day 13** **Editing Glasses** **• Unit 6: Day 14** **Scoring with a Rubric** **• Unit 6: Day 16** **Reflection and Celebration**

Pennsylvania Core and Academic Standards

Language Arts

Grade: **4** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.1.4.**	**Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
STANDARD AREA / STATEMENT		**Fluency**
STANDARD	**CC.1.1.4.E.**	**Read with accuracy and fluency to support comprehension.**
DESCRIPTOR / STANDARD	**CC.1.1.4.E.1.**	**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**
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Main Idea**
STANDARD	**CC.1.2.4.A.**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.** **WritingCity** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 3b: Day 15** **Response Writing and Text Features** **• Unit 3b: Day 16** **Nonfiction Text Summaries** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 3b: Day 18** **Nonfiction Response and Score- Day 1** **• Unit 3b: Day 19** **Nonfiction Response and Score- Day 2** **• Unit 4: Day 02** **What Do We Think of Zoos?** **• Unit 4: Day 13** **Response to Text - Persuasive Letter - Part 1** **• Unit 5: Day 12** **Response to Text** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal**
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Text Analysis**

STANDARD	**CC.1.2.4.B.**	**Refer to details and examples in text to support what the text says explicitly and make inferences.** **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**
STANDARD	**CC.1.2.4.C.**	**Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in 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 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**
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Point of View**
STANDARD	**CC.1.2.4.D.**	**Compare and contrast an event or topic told from two different points of view.**

		<u>WritingCity</u> • 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
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Text Structure**
STANDARD	**CC.1.2.4.E.**	**Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).** <u>WritingCity</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Vocabulary**
STANDARD	**CC.1.2.4.F.**	**Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.** <u>WritingCity</u> • Unit 3b: Day 17 Nonfiction Choice Cards
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Integration of Knowledge and Ideas: Evaluating Arguments**
STANDARD	**CC.1.2.4.H.**	**Explain how an author uses reasons and evidence to support particular points in a text.** <u>WritingCity</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2

		• Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Integration of Knowledge and Ideas: Analysis Across Texts**
STANDARD	**CC.1.2.4.I.**	**Integrate information from two texts on the same topic to demonstrate understanding of that topic.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.4.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.2.4.J.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.** **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 09

		Revising for Similes and Sensory Details **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 4: Day 06** **Analyzing the Student Sample** **• Unit 4: Day 07** **Formal Writing: Opinion Piece - Part 1** **• Unit 4: Day 08** **Formal Writing: Opinion Piece - Part 2** **• Unit 4: Day 09** **Revising Ears** **• Unit 5: Day 02** **Descriptive Words and Progressive Verb Tenses** **• Unit 5: Day 04** **Legend Planning Wheels** **• Unit 5: Day 06** **Uno, Dos, Traits!** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal** **• Unit 6: Day 08** **Glows and Grows** **• Unit 6: Day 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**
STANDARD	**CC.1.2.4.K.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.** **WritingCity** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 3a: Day 06** **Glows and Grows - Part 1** **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 4: Day 10** **Editing Glasses** **• Unit 5: Day 09** **Editing**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Theme**
STANDARD	**CC.1.3.4.A.**	**Determine a theme of a text 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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Text Analysis**
STANDARD	**CC.1.3.4.B.**	**Cite relevant details from text to support what the text says explicitly and make inferences.** **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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Literary Elements**

STANDARD	**CC.1.3.4.C.**	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.** **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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Point of View**
STANDARD	**CC.1.3.4.D.**	**Compare and contrast an event or topic told from two different points of view.** **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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Vocabulary**

STANDARD	**CC.1.3.4.F.**	**Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.** **WritingCity** **• Unit 3b: Day 17** **Nonfiction Choice Cards**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use: Strategies**
STANDARD	**CC.1.3.4.I.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.** **WritingCity** **• Unit 1: Day 07** **6 Traits: Conventions** **• Unit 2: Day 10** **Scoring With A Rubric - Part 2** **• Unit 3a: Day 06** **Glows and Grows - Part 1** **• Unit 3a: Day 10** **Editing With A Checklist** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 17** **Nonfiction Choice Cards** **• Unit 4: Day 10** **Editing Glasses** **• Unit 5: Day 09** **Editing**
SUBJECT / STANDARD AREA	**PA.CC.1.3.4.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.3.4.J.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.** **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 09** **Revising for Similes and Sensory Details** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 17** **Nonfiction Choice Cards**

		• Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 07 Formal Writing: Opinion Piece - Part 1 • Unit 4: Day 08 Formal Writing: Opinion Piece - Part 2 • Unit 4: Day 09 Revising Ears • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 08 Glows and Grows • Unit 6: Day 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
SUBJECT / STANDARD AREA	PA.CC.1.3.4.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.4.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.4.B.	Identify and introduce the topic clearly. WritingCity • Unit 3a: Day 02 5 Square • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3b: Day 03

		Definitions **• Unit 3b: Day 05** **Focus Skill Writing** **• Unit 3b: Day 06** **Domain-Specific Vocabulary** **• Unit 3b: Day 10** **Formal Writing** **• Unit 3b: Day 11** **Verbs, Verbs, Verbs!** **• Unit 3b: Day 12** **Revising with A.R.M.S.** **• Unit 6: Day 01** **Start by Choosing a Topic** **• Unit 6: Day 02** **Searching the Internet** **• Unit 6: Day 03** **Ready, Set, Highlight!** **• Unit 6: Day 04** **Guided Note-Taking Journal - Part 1** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Guided Note-Taking Journal - Part 2** **• Unit 6: Day 07** **Finishing the Journal** **• Unit 6: Day 08** **Glows and Grows** **• Unit 6: Day 09** **Guided Note-Taking Journal - Part 3** **• Unit 6: Day 10** **Planning Continued** **• Unit 6: Day 11** **Ready, Set, Write!** **• Unit 6: Day 12** **Just Keep Writing, Just Keep Writing!** **• Unit 6: Day 13** **Formal Writing: Research Piece - Part 1**
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Content**
STANDARD	**CC.1.4.4.C.**	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.** **<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
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Organization**
STANDARD	**CC.1.4.4.D.**	**Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.** **<u>WritingCity</u>** • 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 3b: Day 02 5 Square Paragraphs • 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Style**
STANDARD	**CC.1.4.4.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
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Conventions of Language**
STANDARD	**CC.1.4.4.F.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.** **WritingCity** • Unit 1: Day 05 6 Traits: Sentence Fluency

SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Opinion/Argumentative: Style**
STANDARD	**CC.1.4.4.K.**	**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
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.4.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. WritingCity • Unit 1: Day 05 6 Traits: Sentence Fluency
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.4.M.	Write narratives to develop real or imagined experiences or events. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.4.N.	Orient the reader by establishing a situation and introducing a narrator and/or characters. WritingCity • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators

		• Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Content**
STANDARD	**CC.1.4.4.O.**	**Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.** **WritingCity** • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 1: Day 06 6 Traits: Word Choice • Unit 2: Day 01 Strong Verbs • Unit 2: Day 02 Strong vs. Weak Verbs • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 04 Writing With Sensory Details • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3b: Day 08 Revising • Unit 5: Day 01 What is a Legend? • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 05 Dialogue and Punctuation • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 10 Compare Characters
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

STANDARD AREA / STATEMENT		**Narrative: Organization**
STANDARD	**CC.1.4.4.P.**	**Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.** **WritingCity** **• 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 5: Day 06** **Uno, Dos, Traits!**
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Style**
STANDARD	**CC.1.4.4.Q.**	**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
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Conventions of Language**
STANDARD	**CC.1.4.4.R.**	**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.** **WritingCity** • Unit 1: Day 05 6 Traits: Sentence Fluency
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Response to Literature**
STANDARD	**CC.1.4.4.S.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.** **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 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 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 • 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
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Production and Distribution of Writing: Writing Process**
STANDARD	**CC.1.4.4.T.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** **<u>WritingCity</u>** • Unit 1: Day 01 Topics I Can Write About • Unit 2: Day 03 Honoring Good Writing With Revision • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 06 A Character's Voice • Unit 2: Day 07 The Conventions of Dialogue • Unit 2: Day 11 Planning • Unit 2: Day 13 Scoring Your Own Writing • Unit 2: Day 14 Revising and Editing • Unit 2: Day 15 Scoring Your Own Writing • Unit 2: Day 16 Intro to Response to Text • Unit 2: Day 17 Ways Writers Respond to Reading • Unit 2: Day 18 Writers Respond to Questions & Prompts • Unit 2: Day 19 Writers Respond Through Opinions • Unit 2: Day 20 Read, Reread and Respond

		• Unit 2: Day 21 Reread, Respond and Score • Unit 3a: Day 03 Using the Planning Sheet • Unit 3a: Day 04 Formal Writing • Unit 3a: Day 05 Reworking Conclusions • Unit 3a: Day 06 Glows and Grows - Part 1 • Unit 3a: Day 07 Glows and Grows - Part 2 • Unit 3a: Day 08 Revising Strong Leads • Unit 3a: Day 09 Revising for Similes and Sensory Details • Unit 3a: Day 10 Editing With A Checklist • Unit 3b: Day 01 Technological Innovations • Unit 3b: Day 02 5 Square Paragraphs • Unit 3b: Day 08 Revising • Unit 3b: Day 09 Scoring Practice • Unit 3b: Day 10 Formal Writing • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 12 Revising with A.R.M.S. • Unit 3b: Day 13 Editing • Unit 3b: Day 14 Time to Reflect • Unit 4: Day 04 Let the Planning Begin! • Unit 4: Day 05 Opinions, Transitions, and Leads, Oh My! • Unit 4: Day 06 Analyzing the Student Sample • Unit 4: Day 09 Revising Ears • Unit 4: Day 10 Editing Glasses • Unit 4: Day 11 Scoring Our Writing • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 08 Check-in and Write! • Unit 5: Day 09 Editing • Unit 5: Day 11 Rubric and Reflect • Unit 5: Day 13 Compare and Contrast • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 09

		Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.4.U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. WritingCity • Unit 3a: Day 11 Scoring Your Writing • Unit 6: Day 16 Technology Publishing
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.4.V.	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
SUBJECT / STANDARD AREA	PA.CC.1.4.4.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.4.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

		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**
SUBJECT / STANDARD AREA	**PA.CC.1.4.4.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Range of Writing**
STANDARD	**CC.1.4.4.X.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **WritingCity** **• Unit 1: Day 01** **Topics I Can Write About** **• Unit 1: Day 02** **Ideas** **• Unit 2: Day 03** **Honoring Good Writing With Revision** **• Unit 2: Day 05** **Transitioning Smoothly** **• Unit 2: Day 06** **A Character's Voice** **• Unit 2: Day 07** **The Conventions of Dialogue** **• Unit 2: Day 11** **Planning** **• Unit 2: Day 13** **Scoring Your Own Writing** **• Unit 2: Day 14** **Revising and Editing** **• Unit 2: Day 15** **Scoring Your Own Writing** **• Unit 2: Day 16** **Intro to Response to Text** **• Unit 2: Day 17** **Ways Writers Respond to Reading** **• Unit 2: Day 18** **Writers Respond to Questions & Prompts** **• Unit 2: Day 19** **Writers Respond Through Opinions** **• Unit 2: Day 20** **Read, Reread and Respond** **• Unit 2: Day 21** **Reread, Respond and Score** **• Unit 3a: Day 03**

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

		• Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal • Unit 6: Day 09 Guided Note-Taking Journal - Part 3 • Unit 6: Day 10 Planning Continued • Unit 6: Day 11 Ready, Set, Write! • Unit 6: Day 12 Just Keep Writing, Just Keep Writing! • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 • Unit 6: Day 14 Formal Writing: Research Piece - Part 2 • Unit 6: Day 15 Editing Glasses • Unit 6: Day 16 Technology Publishing • Unit 6: Day 17 Finishing the Race!
SUBJECT / STANDARD AREA	**PA.CC.1.5.4.**	**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
STANDARD AREA / STATEMENT		**Comprehension and Collaboration: Critical Listening**
STANDARD	**CC.1.5.4.B.**	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** **WritingCity** **• Unit 3b: Day 16** **Nonfiction Text Summaries**

Pennsylvania Core and Academic Standards

Language Arts

Grade: **5** - Adopted: **2014**

SUBJECT / STANDARD AREA	**PA.CC.1.1.5.**	**Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
STANDARD AREA / STATEMENT		**Phonics and Word Recognition**
STANDARD	**CC.1.1.5.D.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
DESCRIPTOR / STANDARD	**CC.1.1.5.D.1.**	**Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.** **WritingCity** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06**

		Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
SUBJECT / STANDARD AREA	PA.CC.1.1.5.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.5.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.5.E.1.	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
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.5.A.	Determine two or more main ideas in 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
SUBJECT / STANDARD AREA	**PA.CC.1.2.5.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Text Analysis**
STANDARD	**CC.1.2.5.B.**	**Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.5.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on**

		comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.2.5.D.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. WritingCity • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. WritingCity • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 Sensory Images
SUBJECT / STANDARD AREA	PA.CC.1.2.5.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.5.H.	Determine how an author supports particular points in a text through reasons and evidence. 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
SUBJECT / STANDARD AREA	**PA.CC.1.2.5.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Integration of Knowledge and Ideas: Analysis Across Texts**
STANDARD	**CC.1.2.5.I.**	**Integrate information from several texts on the same topic to demonstrate understanding of that topic.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.5.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.2.5.J.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.2.5.**	**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**
STANDARD AREA / STATEMENT		**Range of Reading**
STANDARD	**CC.1.2.5.L.**	**Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.** **WritingCity** • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows
SUBJECT / STANDARD AREA	**PA.CC.1.3.5.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Key Ideas and Details: Theme**
STANDARD	**CC.1.3.5.A.**	**Determine a theme of a text 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
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.5.B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. 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
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.5.C.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. 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
SUBJECT / STANDARD AREA	PA.CC.1.3.5.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

STANDARD AREA / STATEMENT		**Craft and Structure: Point of View**
STANDARD	**CC.1.3.5.D.**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** **WritingCity** **• Unit 3b: Day 15** **Respond to Nonfiction Texts and Score** **• Unit 3b: Day 16** **Respond to Nonfiction Texts and Score** **• Unit 4: Day 13** **Response to Text: Two of a Kind** **• Unit 4: Day 14** **Response to Text: Planning Template** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text** **• Unit 6: Day 04** **Guided Note-Taking Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Analyzing a Peer's Work** **• Unit 6: Day 07** **Glows & Grows**
SUBJECT / STANDARD AREA	**PA.CC.1.3.5.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Craft and Structure: Vocabulary**
STANDARD	**CC.1.3.5.F.**	**Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.** **WritingCity** **• Unit 1: Day 04** **Voice** **• Unit 1: Day 08** **Figurative Language** **• Unit 1: Day 09** **Metaphors & Similes** **• Unit 2: Day 03** **Sensory Images**
SUBJECT / STANDARD AREA	**PA.CC.1.3.5.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Integration of Knowledge and Ideas: Text Analysis**
STANDARD	**CC.1.3.5.H.**	**Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.** **WritingCity** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text**
SUBJECT / STANDARD AREA	**PA.CC.1.3.5.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

STANDARD AREA / STATEMENT		**Vocabulary Acquisition and Use**
STANDARD	**CC.1.3.5.J.**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.** **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**
SUBJECT / STANDARD AREA	**PA.CC.1.3.5.**	**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**
STANDARD AREA / STATEMENT		**Range of Reading**
STANDARD	**CC.1.3.5.K.**	**Read and comprehend literary fiction on grade level, reading independently and proficiently.** **WritingCity** **• Unit 2: Day 17** **Intro to Response to Text** **• Unit 2: Day 18** **Ways Writers Respond to Reading** **• Unit 2: Day 19** **Writers Respond to Questions and Prompts** **• Unit 2: Day 21** **Read, Reread, Respond, and Score** **• Unit 2: Day 22** **Read, Reread, Respond, and Score**
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory**
STANDARD	**CC.1.4.5.A.**	**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Focus**
STANDARD	**CC.1.4.5.B.**	**Identify and introduce the topic clearly.** **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
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Informative/Explanatory: Content**
STANDARD	**CC.1.4.5.C.**	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.** **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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization

STANDARD	CC.1.4.5.D.	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. WritingCity • 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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.5.E.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5.E.1.	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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative
STANDARD	CC.1.4.5.G.	Write opinion pieces on topics or texts. WritingCity • Unit 4: Day 01 What is an Opinion Paper?
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Focus

STANDARD	CC.1.4.5.H.	Introduce the topic and state an opinion on the topic. WritingCity • Unit 4: Day 01 What is an Opinion Paper?
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Content
STANDARD	CC.1.4.5.I.	Provide reasons that are supported by facts and details; draw from credible sources. WritingCity • Unit 4: Day 01 What is an Opinion Paper?
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Organization
STANDARD	CC.1.4.5.J.	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. 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 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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Style
STANDARD	CC.1.4.5.K.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5.K.2.	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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.5.M.	Write narratives to develop real or imagined experiences or events. 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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.5.N.	Orient the reader by establishing a situation and introducing a narrator and/or characters. 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 04

		Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 03 Planning Wheel 2 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 07 Revising Part 1
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Narrative: Content**
STANDARD	**CC.1.4.5.O.**	**Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.** **WritingCity** • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 1: Day 06 Word Choice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 03 Sensory Images • Unit 2: Day 04 Character Description • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points

		• Unit 3a: Day 08 Revising the End • Unit 5: Day 02 Planning Wheel 1 • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.5.P.	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. WritingCity • Unit 1: Day 03 Organization • Unit 2: Day 05 Transition • Unit 2: Day 12 Writing a Conclusion • Unit 3a: Day 03 Who is Stronger? • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 5: Day 08 Revising Part 2
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.5.Q.	Write with an awareness of style.
DESCRIPTOR / STANDARD	CC.1.4.5.Q.2.	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
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Response to Literature**
STANDARD	**CC.1.4.5.S.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.** **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 3a: Day 02 Purpose and Proof • Unit 3b: Day 12 Text Features, Main Ideas, and Details • Unit 3b: Day 13 Nonfiction Text Features • Unit 3b: Day 14 Nonfiction Choice Cards • Unit 3b: Day 15 Respond to Nonfiction Texts and Score • Unit 3b: Day 16 Respond to Nonfiction Texts and Score • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 13 Response to Text: Two of a Kind • Unit 4: Day 14 Response to Text: Planning Template • Unit 5: Day 01 What is Historical Fiction? • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work

		• Unit 6: Day 07 Glows & Grows • Unit 6: Day 08 Introducing the Rubric • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
SUBJECT / STANDARD AREA	**PA.CC.1.4.5.**	**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
STANDARD AREA / STATEMENT		**Production and Distribution of Writing: Writing Process**
STANDARD	**CC.1.4.5.T.**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **<u>WritingCity</u>** **• Unit 1: Day 01** **Topics I Can Write About** **• Unit 1: Day 02** **Ideas** **• Unit 2: Day 07** **Scoring with a Rubric Part 1** **• Unit 2: Day 08** **Scoring with a Rubric Part 2** **• Unit 2: Day 10** **Planning to Write** **• Unit 2: Day 11** **Writing a Real Narrative** **• Unit 2: Day 13** **Scoring with a Rubric** **• Unit 2: Day 14** **Revising** **• Unit 2: Day 15** **Editing** **• Unit 2: Day 16** **Writing and Reflecting** **• Unit 2: Day 17** **Intro to Response to Text** **• Unit 2: Day 18** **Ways Writers Respond to Reading** **• Unit 2: Day 19** **Writers Respond to Questions and Prompts** **• Unit 2: Day 20** **Writers Respond Through Opinions** **• Unit 2: Day 21** **Read, Reread, Respond, and Score** **• Unit 2: Day 22** **Read, Reread, Respond, and Score** **• Unit 3a: Day 05** **Model the Plan** **• Unit 3a: Day 06** **Where I Live** **• Unit 3a: Day 07** **3 Points** **• Unit 3a: Day 08** **Revising the End** **• Unit 3a: Day 09** **Using Commas**

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

		Rubric and Reflect • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Technology and Publication
STANDARD	CC.1.4.5.U.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. WritingCity • Unit 6: Day 16 Scoring and Publishing
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.5.V.	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
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.5.W.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. WritingCity • Unit 5: Day 01 What is Historical Fiction? • Unit 6: Day 01 What is a Research Project? • Unit 6: Day 02 Gathering Resources • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows • Unit 6: Day 09 The 5 Square Graphic Organizer • Unit 6: Day 10 Linking Words • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2
SUBJECT / STANDARD AREA	PA.CC.1.4.5.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.5.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WritingCity • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 13 Scoring with a Rubric

		• Unit 2: Day 14 Revising • Unit 2: Day 15 Editing • Unit 2: Day 16 Writing and Reflecting • Unit 2: Day 17 Intro to Response to Text • Unit 2: Day 18 Ways Writers Respond to Reading • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 09 Using Commas • Unit 3a: Day 10 Revising Part 1 • Unit 3a: Day 11 Revising Part 2 • Unit 3a: Day 12 Editing • Unit 3a: Day 13 Rubric Scoring • Unit 3b: Day 02 Brainstorming • Unit 3b: Day 03 5 Square Paragraphs • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 05 Linking Ideas • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 09 Revising • Unit 3b: Day 10 Editing • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 02 Fact/Opinion T-Chart • Unit 4: Day 03 5 Square Paragraphs • Unit 4: Day 04 5 Square Paragraph Graphic Organizer • Unit 4: Day 05 Facts and Opinions • Unit 4: Day 06 Kyle's Formal Writing Assessment • Unit 4: Day 07

		6 Traits Rubric **• Unit 4: Day 08** **Paragraphs 1 & 2** **• Unit 4: Day 09** **Paragraphs 3, 4, & 5** **• Unit 4: Day 10** **Revising** **• Unit 4: Day 11** **Editing** **• Unit 4: Day 12** **Scoring and Publishing** **• Unit 4: Day 13** **Response to Text: Two of a Kind** **• Unit 5: Day 04** **What's the Plan?** **• Unit 5: Day 05** **Developing Characters** **• Unit 5: Day 06** **Writing and Commas** **• Unit 5: Day 07** **Revising Part 1** **• Unit 5: Day 08** **Revising Part 2** **• Unit 5: Day 09** **Editing** **• Unit 5: Day 10** **Compare the Past** **• Unit 5: Day 11** **Rubric and Reflect** **• Unit 5: Day 12** **Response to Historical Fiction Text** **• Unit 5: Day 13** **Response to Historical Fiction Text** **• Unit 6: Day 01** **What is a Research Project?** **• Unit 6: Day 02** **Gathering Resources** **• Unit 6: Day 03** **Main Ideas & Important Facts** **• Unit 6: Day 04** **Guided Note-Taking Journal** **• Unit 6: Day 05** **Paraphrasing** **• Unit 6: Day 06** **Analyzing a Peer's Work** **• Unit 6: Day 07** **Glows & Grows** **• Unit 6: Day 08** **Introducing the Rubric** **• Unit 6: Day 09** **The 5 Square Graphic Organizer** **• Unit 6: Day 10** **Linking Words** **• Unit 6: Day 11** **Reviewing the Plan** **• Unit 6: Day 12** **Formal Writing - Part 1** **• Unit 6: Day 13** **Formal Writing - Part 2** **• Unit 6: Day 14** **Revising** **• Unit 6: Day 15** **Editing** **• Unit 6: Day 16** **Scoring and Publishing**

SUBJECT / STANDARD AREA	**PA.CC.1.5.5.**	**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
STANDARD AREA / STATEMENT		**Presentation of Knowledge and Ideas: Context**
STANDARD	**CC.1.5.5.E.**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** **WritingCity** **• Unit 3a: Day 01** **Explanatory Writing**

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