

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Writing City
Subject: Language Arts
Grades: K, 1, 2, 3, 4, 5
Correlation Options: Show Correlated

South Carolina Standards & Learning
Language Arts
Grade: **K** - Adopted: **2015**

| STANDARD / COURSE | SC.K.I. | Inquiry-Based Literacy Standards (I) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.I.3. | Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | K.I.3.1. | With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. <u>Writing City</u> • 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 |
| PERFORMANCE DESCRIPTOR / STANDARD | K.I.3.2. | With guidance and support, select information, revise ideas, and record and communicate findings. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist |
| STANDARD / COURSE | SC.K.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.I.4. | Synthesize information to share learning and/or take action. |
| PERFORMANCE DESCRIPTOR / STANDARD | K.I.4.1. | With guidance and support, discover relationships and patterns during the inquiry process. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 |

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| | | Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist |
| STANDARD / COURSE | SC.K.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.I.5. | Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. |
| PERFORMANCE DESCRIPTOR / STANDARD | K.I.5.2. | With guidance and support monitor and assess learning to guide inquiry. <u>Writing City</u> • Unit 6: Day 01 Become a Researcher • Unit 6: Day 02 Continue Researching • Unit 6: Day 04 More Revising • Unit 6: Day 05 Thinking About Topics • Unit 6: Day 06 More Topics • Unit 6: Day 09 The Checklist |
| STANDARD / COURSE | SC.K.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | K.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <u>Writing City</u> • 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 |
| STANDARD / COURSE | SC.K.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.RI.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.RI.RC.12. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and |

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| | | building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | K.RI.RC.12.3. | <p>Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>That's Your Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>The Best</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>The Best - Part II</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>The Best - Part III</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>The Best - Part IV</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>The Best - Part V</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Your Favorite</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>State Your Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>The Checklist</p> |
| STANDARD / COURSE | SC.K.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | K.W.MCC.2.1. | <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Informative Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Write Informatively</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>More Information</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Inform Again</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Even More Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Formal Writing Assessment</p> |
| GRADE LEVEL EXAMPLE / STAGE | K.W.MCC.2.2. | <p>With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Sentence Types</p> |

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| | | <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment |
| STANDARD / COURSE | SC.K.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | K.W.MCC.3.1. | <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 Transitional Writer <ul style="list-style-type: none"> • Unit 2a: Day 01 Picture Planning <ul style="list-style-type: none"> • Unit 2a: Day 02 Draw and Write <ul style="list-style-type: none"> • Unit 2a: Day 03 Draw and Write Part 2 <ul style="list-style-type: none"> • Unit 2a: Day 04 Draw and Write Part 3 <ul style="list-style-type: none"> • Unit 2a: Day 05 Draw and Write Part 4 <ul style="list-style-type: none"> • Unit 2a: Day 06 Draw and Write Part 5 <ul style="list-style-type: none"> • Unit 2a: Day 07 Draw and Write Part 6 <ul style="list-style-type: none"> • Unit 2a: Day 08 Glow and Grow <ul style="list-style-type: none"> • Unit 2a: Day 09 Find the Glows and Grow <ul style="list-style-type: none"> • Unit 2a: Day 10 Let's Write <ul style="list-style-type: none"> • Unit 2b: Day 01 Writing on Your Own <ul style="list-style-type: none"> • Unit 2b: Day 02 Sharing Your Writing <ul style="list-style-type: none"> • Unit 2b: Day 03 Keep On Writing <ul style="list-style-type: none"> • Unit 2b: Day 04 Write On! <ul style="list-style-type: none"> • Unit 2b: Day 05 Just Keep Writing <ul style="list-style-type: none"> • Unit 2b: Day 06 Write? Right! <ul style="list-style-type: none"> • Unit 2b: Day 07 Writers R Us <ul style="list-style-type: none"> • Unit 2b: Day 08 The Checklist <ul style="list-style-type: none"> • Unit 2b: Day 09 Scoring Writing <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words |

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| | | <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes |
| STANDARD / COURSE | SC.K.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.4.1. | <p>With guidance and support, use nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment |

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| | | <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.4.2. | <p>With guidance and support, form regular plural nouns orally by adding /s/ or /es/.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.4.4. | <p>With guidance and support, use verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.4.8. | <p>Produce and expand complete sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 08 Your Favorite <ul style="list-style-type: none"> • Unit 4: Day 09 State Your Opinion |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 03 Revising <ul style="list-style-type: none"> • Unit 6: Day 04 More Revising <ul style="list-style-type: none"> • Unit 6: Day 06 More Topics <ul style="list-style-type: none"> • Unit 6: Day 07 Even More Revising <ul style="list-style-type: none"> • Unit 6: Day 08 Another Revising Day <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research |
| STANDARD / COURSE | SC.K.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.5.1. | <p>Capitalize the first word in a sentence and the pronoun I.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 01 Reasons to Write <ul style="list-style-type: none"> • Unit 3b: Day 02 Informative Writing <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 02 That's Your Opinion <ul style="list-style-type: none"> • Unit 4: Day 03 The Best <ul style="list-style-type: none"> • Unit 4: Day 04 The Best - Part II <ul style="list-style-type: none"> • Unit 4: Day 05 The Best - Part III <ul style="list-style-type: none"> • Unit 4: Day 06 The Best - Part IV <ul style="list-style-type: none"> • Unit 4: Day 07 The Best - Part V <ul style="list-style-type: none"> • Unit 4: Day 08 Your Favorite <ul style="list-style-type: none"> • Unit 4: Day 09 State Your Opinion <ul style="list-style-type: none"> • Unit 4: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems |

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| | | <ul style="list-style-type: none"> • 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 |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>K.W.L.5.2.</p> | <p>Recognize and name end punctuation.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 |

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| | | <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 5: Day 05 Color Words Rhymes <ul style="list-style-type: none"> • Unit 6: Day 06 More Topics <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.5.3. | Write letter(s) for familiar consonant and vowel sounds. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research |
| GRADE LEVEL EXAMPLE / STAGE | K.W.L.5.4. | Spell simple words phonetically. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 01 Word Wall <ul style="list-style-type: none"> • Unit 3a: Day 02 High Frequency Words |

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| | | <ul style="list-style-type: none"> • Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none"> • Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none"> • Unit 3a: Day 06 Time to Write <ul style="list-style-type: none"> • Unit 3a: Day 07 Find the Words <ul style="list-style-type: none"> • Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none"> • Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none"> • Unit 3a: Day 10 The Checklist <ul style="list-style-type: none"> • Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none"> • Unit 3b: Day 04 More Information <ul style="list-style-type: none"> • Unit 3b: Day 05 Inform Again <ul style="list-style-type: none"> • Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none"> • Unit 3b: Day 07 More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 01 Poems, Poems, Poems <ul style="list-style-type: none"> • Unit 5: Day 02 More, More, More <ul style="list-style-type: none"> • Unit 5: Day 04 Write a Rhyme <ul style="list-style-type: none"> • Unit 6: Day 10 Scoring Research |
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| STANDARD / COURSE | SC.K.W. | Writing (W) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.W.RC. | Range and Complexity (RC) |
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| PERFORMANCE DESCRIPTOR / STANDARD | K.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
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| GRADE LEVEL EXAMPLE / STAGE | K.W.RC.6.2. | Print upper-and lower-case letters. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 01 Becoming a Writer <ul style="list-style-type: none"> • Unit 1: Day 02 Pre-Writer <ul style="list-style-type: none"> • Unit 1: Day 03 Early Writer <ul style="list-style-type: none"> • Unit 1: Day 04 Emergent Writer <ul style="list-style-type: none"> • Unit 1: Day 05 Developing Writer <ul style="list-style-type: none"> • Unit 1: Day 06 Transitional Writer <ul style="list-style-type: none"> • Unit 2a: Day 01 Picture Planning <ul style="list-style-type: none"> • Unit 2a: Day 02 Draw and Write <ul style="list-style-type: none"> • Unit 2a: Day 03 Draw and Write Part 2 |
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| | <ul style="list-style-type: none">• Unit 2a: Day 04 Draw and Write Part 3 <ul style="list-style-type: none">• Unit 2a: Day 05 Draw and Write Part 4 <ul style="list-style-type: none">• Unit 2a: Day 06 Draw and Write Part 5 <ul style="list-style-type: none">• Unit 2a: Day 07 Draw and Write Part 6 <ul style="list-style-type: none">• Unit 2a: Day 08 Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 09 Find the Glows and Grows <ul style="list-style-type: none">• Unit 2a: Day 10 Let's Write <ul style="list-style-type: none">• Unit 2b: Day 01 Writing on Your Own <ul style="list-style-type: none">• Unit 2b: Day 02 Sharing Your Writing <ul style="list-style-type: none">• Unit 2b: Day 03 Keep On Writing <ul style="list-style-type: none">• Unit 2b: Day 04 Write On! <ul style="list-style-type: none">• Unit 2b: Day 05 Just Keep Writing <ul style="list-style-type: none">• Unit 2b: Day 06 Write? Right! <ul style="list-style-type: none">• Unit 2b: Day 07 Writers R Us <ul style="list-style-type: none">• Unit 2b: Day 08 The Checklist <ul style="list-style-type: none">• Unit 2b: Day 09 Scoring Writing <ul style="list-style-type: none">• Unit 3a: Day 01 Word Wall <ul style="list-style-type: none">• Unit 3a: Day 02 High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 03 More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 04 Even More High Frequency Words <ul style="list-style-type: none">• Unit 3a: Day 05 High Frequency Word Masters <ul style="list-style-type: none">• Unit 3a: Day 06 Time to Write <ul style="list-style-type: none">• Unit 3a: Day 07 Find the Words <ul style="list-style-type: none">• Unit 3a: Day 08 New Writing Topics <ul style="list-style-type: none">• Unit 3a: Day 09 The Pronoun "I" <ul style="list-style-type: none">• Unit 3a: Day 10 The Checklist <ul style="list-style-type: none">• Unit 3b: Day 03 Write Informatively <ul style="list-style-type: none">• Unit 3b: Day 04 More Information <ul style="list-style-type: none">• Unit 3b: Day 05 Inform Again <ul style="list-style-type: none">• Unit 3b: Day 06 Sentence Types <ul style="list-style-type: none">• Unit 3b: Day 07 More Sentences <ul style="list-style-type: none">• Unit 3b: Day 08 Even More Sentences <ul style="list-style-type: none">• Unit 3b: Day 09 |
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| | | <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>More, More, More</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Poetry Book</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Write a Rhyme</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Color Words Rhymes</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Opposites</p> |
| GRADE LEVEL EXAMPLE / STAGE | K.W.RC.6.4. | <p>Locate letter keys on an electronic device.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Scoring Research</p> |
| STANDARD / COURSE | SC.K.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | K.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | K.C.MC.2. | Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. |
| GRADE LEVEL EXAMPLE / STAGE | K.C.MC.2.1. | <p>With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Continue Researching</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>More Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Thinking About Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The Checklist</p> |
| GRADE LEVEL EXAMPLE / STAGE | K.C.MC.2.2. | <p>With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Become a Researcher</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Continue Researching</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Thinking About Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>More Topics</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The Checklist</p> |

South Carolina Standards & Learning
Language Arts

Grade: 1 - Adopted: 2015

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| STANDARD / COURSE | SC.1.1. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.1.4. | Synthesize information to share learning and/or take action. |

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| PERFORMANCE DESCRIPTOR / STANDARD | 1.1.4.2. | <p>Determine appropriate tools to communicate findings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>"How To"</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.1.4.3. | <p>Reflect on findings and take action.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>"How To"</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |
| STANDARD / COURSE | SC.1.1. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.1.5. | Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.1.5.2. | <p>Monitor and assess learning to guide inquiry.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>"How To"</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |
| STANDARD / COURSE | SC.1.RL. | Reading – Literary Text (RL) |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RL.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RL.P.3. | Know and apply grade-level phonics and word analysis skills when decoding words. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RL.P.3.6. | <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p> |
| STANDARD / COURSE | SC.1.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RL.LCS.10.2. | <p>Identify new meanings for familiar words and apply them accurately.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> |
| STANDARD / COURSE | SC.1.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RI.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RI.P.3. | Know and apply grade-level phonics and word analysis skills when decoding words. |

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| GRADE LEVEL EXAMPLE / STAGE | 1.RI.P.3.6. | <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p> |
| STANDARD / COURSE | SC.1.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RI.LCS.9.2. | <p>Identify new meanings for familiar words and apply them accurately.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.MCC.1. | Write arguments to support claims with clear reasons and relevant evidence. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.MCC.1.1. | <p>Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 |

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| | | <p>Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Stating your Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Using Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Adding Details</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Revising with a Peer</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Writing with Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Revising the Assessment Writing</p> |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.MCC.2.1. | <p>Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> |

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| GRADE LEVEL EXAMPLE / STAGE | 1.W.MCC.2.2. | <p>Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 3: Day 01 <p>Why do we Write?</p> <ul style="list-style-type: none"> • Unit 3: Day 02 <p>Reasons to Write</p> <ul style="list-style-type: none"> • Unit 3: Day 04 <p>What is a Fact?</p> <ul style="list-style-type: none"> • Unit 3: Day 05 <p>Planning for Informative Writing</p> <ul style="list-style-type: none"> • Unit 3: Day 06 <p>Writing to Inform</p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.MCC.3.2. | <p>Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 01 <p>Engaging Topics</p> <ul style="list-style-type: none"> • Unit 2a: Day 02 <p>Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 09 <p>Exclamation!</p> <ul style="list-style-type: none"> • Unit 2a: Day 10 <p>Questions?</p> |

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| | | <ul style="list-style-type: none"> • Unit 2a: Day 11 Voice Through Humor • Unit 2a: Day 12 Recounting Events • Unit 2a: Day 13 The Checklist • Unit 2a: Day 14 Score with a Rubric • Unit 2b: Day 01 Planning a BME Writing Piece • Unit 2b: Day 02 Writing a BME Piece • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 10 Revising • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 2b: Day 15 Writing Assessment • Unit 5: Day 01 4 Ws • Unit 5: Day 02 Planning with 4 Ws • Unit 5: Day 03 Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.L.4.1. | <p>Use common, proper, and possessive nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows |

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| | | <ul style="list-style-type: none"> • Unit 2b: Day 08 Temporal Words • Unit 2b: Day 09 First, Second, Third • Unit 2b: Day 11 Applying the Focus Skills • Unit 2b: Day 12 Revising with a Peer • Unit 2b: Day 13 Revising Questions • Unit 2b: Day 14 Remembering the Focus Skills • Unit 3: Day 03 Nouns • Unit 3: Day 04 What is a Fact? • Unit 3: Day 05 Planning for Informative Writing • Unit 3: Day 06 Writing to Inform • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 6: Day 01 "How To" • Unit 6: Day 02 The "How To" Plan • Unit 6: Day 03 What Will You Need? |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>1.W.L.4.2.</p> | <p>Use singular and plural nouns with matching verbs in basic sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 09 Writing with Prepositions • Unit 4: Day 10 The Best Thing to Do With a Friend • Unit 4: Day 11 Assessment Writing |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>1.W.L.4.3.</p> | <p>Use personal, possessive, and indefinite pronouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 Introductory Sentence • Unit 3: Day 08 Past Tense Verbs • Unit 3: Day 10 Pronouns • Unit 3: Day 11 Sarah Went to the Museum • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 |

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| | | <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>1.W.L.4.4.</p> | <p>Use verbs to convey a sense of past, present, and future.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 <p>Introductory Sentence</p> <ul style="list-style-type: none"> • Unit 3: Day 08 <p>Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 10 <p>Pronouns</p> <ul style="list-style-type: none"> • Unit 3: Day 11 <p>Sarah Went to the Museum</p> <ul style="list-style-type: none"> • Unit 3: Day 12 <p>Adding a Conclusion</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Writing with Prepositions</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>1.W.L.4.5.</p> | <p>Use adjectives and adverbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Reviewing the Focus Skills</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Adding Details</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Revising with a Peer</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Revising the Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |

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| GRADE LEVEL EXAMPLE / STAGE | 1.W.L.4.7. | Use conjunctions. <u>Writing City</u> • Unit 3: Day 12 Adding a Conclusion • Unit 3: Day 13 Planning the Writing Assessment • Unit 3: Day 14 Informative/Explanatory Writing • Unit 4: Day 06 Reviewing the Focus Skills • Unit 4: Day 11 Assessment Writing |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.L.4.8. | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. <u>Writing City</u> • Unit 5: Day 06 Expand a Sentence • Unit 6: Day 03 What Will You Need? • Unit 6: Day 07 Assessment Writing • Unit 6: Day 08 Finishing the Assessment |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.L.5.2. | Use: |
| INDICATOR | 1.W.L.5.2.a. | Periods, question marks, and exclamation marks at the end of sentences. <u>Writing City</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 |

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| | | <p>The Best Thing to Do With a Friend</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>The Candy House</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p> |
| INDICATOR | 1.W.L.5.2.b. | <p>Commas in dates and to separate items in a series.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 09 <p>Concluding Statement</p> <ul style="list-style-type: none"> • Unit 3: Day 13 <p>Planning the Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3: Day 14 <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>The "How To" Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>What Will You Need?</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Verb Tenses</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Assessment Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Finishing the Assessment</p> |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.L.5.3. | <p>Use conventional spelling for words with common spelling patterns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 |

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| | | <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> <ul style="list-style-type: none"> • Unit 2b: Day 03 <p>Thinking about Spelling</p> <ul style="list-style-type: none"> • Unit 2b: Day 04 <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> • Unit 2b: Day 05 <p>Fluffy the Cat</p> <ul style="list-style-type: none"> • Unit 2b: Day 06 <p>Nouns</p> <ul style="list-style-type: none"> • Unit 2b: Day 07 <p>Grows and Grows</p> <ul style="list-style-type: none"> • Unit 2b: Day 14 <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>The Editing Checklist</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Peer Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Editing Checklist</p> |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>1.W.L.5.4.</p> | <p>Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Learn More About Writing</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>We Are Writers</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Sound Card Bingo</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Transitional Writer</p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>People and Events</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Things and Places</p> <ul style="list-style-type: none"> • Unit 2a: Day 03 <p>Topics and Planning</p> <ul style="list-style-type: none"> • Unit 2a: Day 04 <p>The Hook</p> <ul style="list-style-type: none"> • Unit 2a: Day 05 <p>The Doctor's Office</p> <ul style="list-style-type: none"> • Unit 2a: Day 06 <p>Think About Spacing</p> <ul style="list-style-type: none"> • Unit 2a: Day 07 <p>Including Characters</p> <ul style="list-style-type: none"> • Unit 2a: Day 08 <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> • Unit 2a: Day 12 <p>Recounting Events</p> <ul style="list-style-type: none"> • Unit 2a: Day 13 <p>The Checklist</p> <ul style="list-style-type: none"> • Unit 2a: Day 14 <p>Score with a Rubric</p> |

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| | | <ul style="list-style-type: none"> • Unit 2b: Day 03 Thinking about Spelling • Unit 2b: Day 04 Remembering End Punctuation • Unit 2b: Day 05 Fluffy the Cat • Unit 2b: Day 06 Nouns • Unit 2b: Day 07 Glows and Grows • Unit 2b: Day 14 Remembering the Focus Skills • Unit 5: Day 07 Editing • Unit 5: Day 08 The Editing Checklist • Unit 5: Day 09 Peer Editing • Unit 5: Day 12 Using the Checklist • Unit 6: Day 10 Editing Checklist |
| STANDARD / COURSE | SC.1.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.RC.6.2. | <p>Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 |
| GRADE LEVEL EXAMPLE / STAGE | 1.W.RC.6.4. | <p>Locate letter keys on an electronic device to type simple messages.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10 Editing Checklist |

**South Carolina Standards & Learning
Language Arts**

Grade: 2 - Adopted: 2015

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| STANDARD / COURSE | SC.2.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.I.3. | Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.I.3.1. | <p>Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 Defining Nouns |

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| | | <ul style="list-style-type: none"> • Unit 3b: Day 03 Defining Nouns Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 06 Practicing Planning a 2 Paragraph Piece <ul style="list-style-type: none"> • Unit 3b: Day 07 Practicing with Short and Long Sentences <ul style="list-style-type: none"> • Unit 3b: Day 09 Planning <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 |
| STANDARD / COURSE | SC.2.1. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.1.5. | Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.1.5.1. | Acknowledge and value individual and collective thinking. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.1.5.2. | Monitor and assess learning to guide inquiry. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 |
| STANDARD / COURSE | SC.2.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RL.LCS. | Language, Craft, and Structure (LCS) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 2.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RL.LCS.10.5. | Use print and multimedia resources to determine or clarify the precise meaning of words or phrases. <u>Writing City</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns |
| STANDARD / COURSE | SC.2.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RI.LCS.9.4. | Use print and multimedia resources to determine or clarify the precise meaning of words and phrases. <u>Writing City</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.MCC.2.1. | Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>Writing City</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 |

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| | | <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Checklist</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Formal Writing Assessment: Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Defining Nouns</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Varying Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Practicing Planning a 2 Paragraph Piece</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Formal Writing Assessment: Publishing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>4 Paragraph Planning Sheet--Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>4 Paragraph Planning Sheet--Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.MCC.3.2. | <p>Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Traits: Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Unit 2: Day 02 |

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| | | <p>Narrative Writing: Past Tense Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Narrative Writing: Review Focus Skills</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Narrative Writing: Revising to add Thoughts and Feelings</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Narrative Writing: Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Narrative Writing: Temporal Words Day 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Narrative Writing: Formal Writing Assessment Day 1</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Narrative Writing: Formal Writing Assessment Day 2</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>Planning with a Story Strip Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Adjectives</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Using Temporal Words</p> |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.4.1. | <p>Use collective nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Introducing the 2 Paragraph Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Collective Nouns</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Formal Writing Assessment Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Formal Writing Assessment: Revising and Editing</p> |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.4.2. | <p>Form and use frequently occurring irregular plural nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Plural Nouns</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> |

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| | | <ul style="list-style-type: none"> • Unit 3b: Day 02 Defining Nouns • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 02 Collective Nouns |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>2.W.L.4.4.</p> | <p>Form and use the past tense of frequently occurring irregular verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs • Unit 2: Day 03 Narrative Writing: Review Focus Skills • Unit 2: Day 05 Narrative Writing: Revising by Adding Details • Unit 2: Day 10 Narrative Writing: Review Focus Skills Scavenger Hunt • Unit 5: Day 02 Planning with a Story Strip Day 2 • Unit 5: Day 03 Writing in the Past Tense Day 1 • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment |
| <p>GRADE LEVEL EXAMPLE / STAGE</p> | <p>2.W.L.4.5.</p> | <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 Traits: Voice • Unit 2: Day 07 Narrative Writing: Adjectives and Adverbs • Unit 3a: Day 05 Revising to Add Adjectives and Adverbs • Unit 3a: Day 06 Revising Checklist • Unit 3a: Day 09 Write Informative Text Part 2 • Unit 3a: Day 12 Formal Writing Assessment • Unit 5: Day 05 Adjectives • Unit 5: Day 06 Possessive and Plural Nouns • Unit 5: Day 07 Revising to Add Adjectives and Details • Unit 5: Day 09 Formal Writing Assessment: Planning • Unit 5: Day 10 Formal Writing Assessment • Unit 6: Day 03 Adjectives • Unit 6: Day 04 Alliteration with Adjectives & Adverbs • Unit 6: Day 08 Formal Writing Assessment Part 1 • Unit 6: Day 09 Formal Writing Assessment Part 2 |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.4.8. | Produce, expand, and rearrange complete simple and compound sentences. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 05 Traits: Sentence Fluency <ul style="list-style-type: none"> • Unit 2: Day 04 Narrative Writing: Revising for Sentence Fluency <ul style="list-style-type: none"> • Unit 3a: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 08 Write Informative Text Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 09 Write Informative Text Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 12 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 05 Varying Sentences <ul style="list-style-type: none"> • Unit 3b: Day 07 Practicing with Short and Long Sentences <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.5.1. | Capitalize greetings, months, days of the week, holidays, geographic names, and titles. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 01 Narrative Writing: BME <ul style="list-style-type: none"> • Unit 2: Day 02 Narrative Writing: Past Tense Verbs <ul style="list-style-type: none"> • Unit 2: Day 03 Narrative Writing: Review Focus Skills <ul style="list-style-type: none"> • Unit 3b: Day 10 Writing 2 Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.5.2. | Use: |
| INDICATOR | 2.W.L.5.2.c. | Apostrophes to form contractions and singular possessive nouns. |

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| | | <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Contractions</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising and Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Formal Writing Assessment</p> |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.5.3. | <p>Generalize learned spelling patterns and word families.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.5.4. | <p>Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Narrative Writing: Temporal Words Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Possessive and Plural Nouns</p> |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.L.5.5. | <p>Consult print and multimedia resources to check and correct spellings.</p> |

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| | | <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 09 Planning <ul style="list-style-type: none"> • Unit 3b: Day 11 Editing <ul style="list-style-type: none"> • Unit 3b: Day 13 Formal Writing Assessment - Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 14 Formal Writing Assessment - Part 2 <ul style="list-style-type: none"> • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing <ul style="list-style-type: none"> • Unit 6: Day 10 Formal Writing Assessment: Revising and Editing |
| STANDARD / COURSE | SC.2.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 2.W.RC.6.4. | Begin to develop efficient keyboarding skills. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 4: Day 06 Publishing <ul style="list-style-type: none"> • Unit 4: Day 14 Formal Writing Assessment: Publishing <ul style="list-style-type: none"> • Unit 5: Day 13 Formal Writing Assessment: Scoring with a Rubric <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing Assessment: Publishing |
| STANDARD / COURSE | SC.2.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.C.MC.2. | Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. |
| GRADE LEVEL EXAMPLE / STAGE | 2.C.MC.2.2. | Participate in shared research; record observations, new learning, opinions and articulate findings. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 Writing Definitions <ul style="list-style-type: none"> • Unit 6: Day 02 Collective Nouns <ul style="list-style-type: none"> • Unit 6: Day 03 Adjectives <ul style="list-style-type: none"> • Unit 6: Day 05 Research Resources <ul style="list-style-type: none"> • Unit 6: Day 06 4 Paragraph Planning Sheet--Part 1 <ul style="list-style-type: none"> • Unit 6: Day 07 4 Paragraph Planning Sheet--Part 2 |

South Carolina Standards & Learning
Language Arts

Grade: 3 - Adopted: 2015

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| STANDARD / COURSE | SC.3.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.I.1. | Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.I.1.1. | Formulate questions to focus thinking on an idea to narrow and direct further inquiry. |

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| | | <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> |
| STANDARD / COURSE | SC.3.1. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.1.2. | Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.1.2.1. | <p>Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> |
| STANDARD / COURSE | SC.3.1. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.1.3. | Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.1.3.2. | <p>Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> |

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| | | <ul style="list-style-type: none"> • 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 |
| STANDARD / COURSE | SC.3.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.I.4. | Synthesize information to share learning and/or take action. |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.I.4.3. | <p>Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 Glow and Grow • 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 |
| STANDARD / COURSE | SC.3.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RL.MC.8. | Analyze characters, settings, events, and ideas as they develop and interact within a particular context. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RL.MC.8.1. | Use text evidence to: |
| INDICATOR | 3.RL.MC.8.1.a. | <p>Describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread, Respond and Score • Unit 2: Day 21 Read, Reread, Respond and Score |
| STANDARD / COURSE | SC.3.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RL.LCS.11. | Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. |

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| GRADE LEVEL EXAMPLE / STAGE | 3.RL.LCS.11.1. | Explain the differences between first and third person points of view. <u>Writing City</u> • Unit 2: Day 18 Writers Respond to Questions and Prompts |
| GRADE LEVEL EXAMPLE / STAGE | 3.RL.LCS.11.2. | Compare and contrast the reader's point of view to that of the narrator or a character. <u>Writing City</u> • Unit 2: Day 18 Writers Respond to Questions and Prompts |
| STANDARD / COURSE | SC.3.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <u>Writing City</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 5: Day 18 Activate Thinking in Traditional Literature |
| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.MC.6. | Summarize key details and ideas to support analysis of central ideas. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.MC.6.1. | Summarize multi-paragraph texts using key details to support the central idea. <u>Writing City</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 |
| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.MC.7. | Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.MC.7.1. | Compare and contrast diverse texts on the same topic, idea, or concept. <u>Writing City</u> |

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| | | <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts |
| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.LCS.8. | Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.LCS.8.2. | <p>Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 Nonfiction Text Feature <ul style="list-style-type: none"> • Unit 3b: Day 15 3-2-1- Highlight! <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response |
| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.LCS.9.4. | <p>Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.LCS.9.5. | <p>Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 Vocabulary in a Text <ul style="list-style-type: none"> • Unit 3b: Day 17 Scoring a Response <ul style="list-style-type: none"> • Unit 3b: Day 18 Scoring a Response <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.MCC.1. | Write arguments to support claims with clear reasons and relevant evidence. |

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| GRADE LEVEL EXAMPLE / STAGE | 3.W.MCC.1.1. | Write opinion pieces that: |
| INDICATOR | 3.W.MCC.1.1.a. | <p>Introduce the topic or text, state an opinion, and create an organizational structure that includes reasons.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Persuasion Game</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What is Opinion Writing?</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> |
| INDICATOR | 3.W.MCC.1.1.c. | <p>Organize supporting reasons logically.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Persuasion Game</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What is Opinion Writing?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> |
| INDICATOR | 3.W.MCC.1.1.d. | <p>Use transitional words or phrases to connect opinions and reasons.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Mini Stories Support Your Thesis</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> |
| INDICATOR | 3.W.MCC.1.1.g. | <p>Provide a concluding statement or section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 |

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| | | <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.MCC.2.1. | Write informative/explanatory texts that: |
| INDICATOR | 3.W.MCC.2.1.d. | <p>Develop the topic with facts, definitions, and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Paragraphing and Structure</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Paragraphs and Linking Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Teacher Modeling and Planning</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Becoming Experts</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Facts, Definitions, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Introductions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Grows and Glows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |

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| INDICATOR | 3.W.MCC.2.1.g. | <p>Use transition words and phrases to connect ideas within categories of information.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Paragraphs and Linking Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Wrap-Up Conclusions</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Score and Organize</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>Linking and Transition Words</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |
| INDICATOR | 3.W.MCC.2.1.h. | <p>Develop a style and tone authentic to the purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Paragraphing and Structure</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Paragraphs and Linking Words</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Teacher Modeling and Planning</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Becoming Experts</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Facts, Definitions, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Introductions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 08 5 Square Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 11 Just Keep Writing <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric |
| INDICATOR | 3.W.MCC.2.1.i. | Provide a concluding statement or section. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 07 Wrap-Up Conclusions <ul style="list-style-type: none"> • Unit 3a: Day 08 Score and Organize <ul style="list-style-type: none"> • Unit 3a: Day 10 Teacher Modeling and Planning <ul style="list-style-type: none"> • Unit 3a: Day 11 Special Place <ul style="list-style-type: none"> • Unit 3a: Day 12 Revising with A.R.M.S. <ul style="list-style-type: none"> • Unit 3a: Day 13 Editing and Scoring <ul style="list-style-type: none"> • Unit 3b: Day 07 Revisiting Conclusions <ul style="list-style-type: none"> • Unit 3b: Day 10 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 11 Revising with A.R.M.S |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.MCC.3.1. | Gather ideas from texts, multimedia, and personal experience to write narratives that: |
| INDICATOR | 3.W.MCC.3.1.d. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 02 6 Traits: Ideas <ul style="list-style-type: none"> • Unit 1: Day 04 6 Traits: Voice <ul style="list-style-type: none"> • Unit 2: Day 02 Adverbs <ul style="list-style-type: none"> • Unit 2: Day 03 Dialogue=Detail <ul style="list-style-type: none"> • Unit 2: Day 04 Using Dialogue to Develop Characters <ul style="list-style-type: none"> • Unit 2: Day 06 Writing with Emotion <ul style="list-style-type: none"> • Unit 2: Day 14 Revising--Glows and Grows <ul style="list-style-type: none"> • Unit 3a: Day 04 Voice <ul style="list-style-type: none"> • Unit 5: Day 02 What is a Fable? <ul style="list-style-type: none"> • Unit 5: Day 06 |

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| | | <p>Moral of the Lesson</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 15 <p>Scoring Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 16 <p>Revising Fables</p> |
| <p>INDICATOR</p> | <p>3.W.MCC.3.1.e.</p> | <p>Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>6 Traits: Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>6 Traits: Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Using Dialogue to Develop Characters</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Writing with Emotion</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Writing the Whole Story</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>How to Bait a Reader</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Catchy Closures</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>The 6 Traits Rubric</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing From Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 13 <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Narrative vs. Non-Narrative</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Score and Brainstorm</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Teacher Modeling and Planning</p> |

- 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 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 09
- Linking and Transition Words
- Unit 5: Day 10
- Possessives and Plurals, Oh My!
- Unit 5: Day 11
- Editing for Capitals
- Unit 5: Day 12
- Score, Plan, & Talk!
- Unit 5: Day 13
- Score, Plan, & Write!
- Unit 5: Day 14
- Formal Writing Assessment
- Unit 5: Day 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

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| | | <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Reflection and Celebration</p> |
| INDICATOR | 3.W.MCC.3.1.f. | <p>Use temporal words and phrases to signal event order.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>6 Traits: Organization</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Sequencing and Linking Words</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Linking and Transition Words</p> |
| INDICATOR | 3.W.MCC.3.1.h. | <p>Provide a sense of closure.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>6 Traits: Organization</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Catchy Closures</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Moral of the Lesson</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Fable Planning: Talk it Out</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p> |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.L.4.1. | When writing: |
| INDICATOR | 3.W.L.4.1.a. | <p>Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 14 |

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| | | <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Voice and Word Choice</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>Opinions and Advertising</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>What's Your Opinion?</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Fables and Focus</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Action Words</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 16 <p>Revising Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 17 <p>Editing Fables</p> |
| INDICATOR | 3.W.L.4.1.b. | <p>Form and use regular and irregular plural nouns; use abstract nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Real Narrative</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |
| INDICATOR | 3.W.L.4.1.c. | <p>Form and use regular and irregular verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Fables and Focus</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Action Words</p> |
| INDICATOR | 3.W.L.4.1.d. | <p>Form and use the simple verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Fables and Focus</p> |
| INDICATOR | 3.W.L.4.1.e. | <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Score and Brainstorm</p> |

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| INDICATOR | 3.W.L.4.1.f. | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <u>Writing City</u> • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 08 Uno, Dos, Traits |
| INDICATOR | 3.W.L.4.1.h. | Use coordinating and subordinating conjunctions. <u>Writing City</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 2: Day 07 Writing the Whole Story • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 5: Day 01 Meeting Aesop • Unit 5: Day 14 Formal Writing Assessment • Unit 5: Day 15 Scoring Fables |
| INDICATOR | 3.W.L.4.1.i. | Produce simple, compound, and complex sentences. <u>Writing City</u> • Unit 1: Day 05 6 Traits: Sentence Fluency • Unit 1: Day 09 Getting Ready for Writing • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 08 Score and Organize • Unit 3b: Day 08 Uno, Dos, Traits • Unit 6: Day 09 Planning Continued • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 14 Scoring with a Rubric |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.L.5.1. | Capitalize appropriate words in titles, historical periods, company names, product names, and special events. <u>Writing City</u> • Unit 3b: Day 07 Revisiting Conclusions • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 07 Uno, Dos, Traits: Scoring with Rubric |

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| | | <ul style="list-style-type: none"> • Unit 4: Day 09 Formal Writing Assessment • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 11 Editing for Capitals • Unit 5: Day 12 Score, Plan, & Talk! • Unit 5: Day 17 Editing Fables |
| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.L.5.3. | <p>Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.L.5.4. | <p>Use spelling patterns and generalizations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 09 Score and Brainstorm • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.L.5.5. | <p>Consult print and multimedia sources to check and correct spellings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing--Glows and Grows • Unit 3a: Day 13 Editing and Scoring • Unit 3b: Day 12 Editing Checklist • Unit 4: Day 11 Editing and Scoring • Unit 5: Day 17 Editing Fables |
| STANDARD / COURSE | SC.3.W. | Writing (W) |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.RC.6.1. | Write routinely and persevere in writing tasks: |
| INDICATOR | 3.W.RC.6.1.a. | <p>Over short and extended time frames.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Editing for Capitals</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 06 |

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| | | <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glow and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |
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| INDICATOR | 3.W.RC.6.1.b. | <p>For a range of domain-specific tasks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 10 |
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| | | <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Editing for Capitals</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |
| INDICATOR | 3.W.RC.6.1.c. | <p>For a variety of purposes and audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Introductions, Conclusions, & Student Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing and Scoring</p> <ul style="list-style-type: none"> • Unit 4: Day 12 |

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| | | <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>What is a Fable?</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Editing for Capitals</p> <ul style="list-style-type: none"> • Unit 5: Day 19 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 5: Day 20 <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glow and Grow</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Just Keep Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Scoring with a Rubric</p> |
| INDICATOR | 3.W.RC.6.1.d. | <p>By adjusting the writing process for the task, increasing the length and complexity.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 08 <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response Writing</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Off to the RACES</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Using the Checklist</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 01 <p>Informational Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Introductions and Topic Sentences</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>5 Square Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> |

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| | | <ul style="list-style-type: none"> • Unit 4: Day 08 Introductions, Conclusions, & Student Planning <ul style="list-style-type: none"> • Unit 4: Day 09 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 4: Day 10 Revising <ul style="list-style-type: none"> • Unit 4: Day 11 Editing and Scoring <ul style="list-style-type: none"> • Unit 4: Day 12 Response to Text- A Taste of Two <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text- Comparing Two Texts <ul style="list-style-type: none"> • Unit 4: Day 14 Response to Text- A Persuasive Letter <ul style="list-style-type: none"> • Unit 5: Day 02 What is a Fable? <ul style="list-style-type: none"> • Unit 5: Day 10 Possessives and Plurals, Oh My! <ul style="list-style-type: none"> • Unit 5: Day 11 Editing for Capitals <ul style="list-style-type: none"> • Unit 5: Day 19 Responses to Text: Comparing Morals <ul style="list-style-type: none"> • Unit 5: Day 20 Responses to Text: Comparing Morals <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 08 5 Square Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 11 Just Keep Writing <ul style="list-style-type: none"> • Unit 6: Day 12 Revising Ears <ul style="list-style-type: none"> • Unit 6: Day 13 Editing Glasses <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric |
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| STANDARD / COURSE | SC.3.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 3.W.RC.6.4. | Continue to develop effective keyboarding skills. <u>Writing City</u> • Unit 6: Day 15 Publishing with Technology |

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| STANDARD / COURSE | SC.3.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.C.MC.1. | Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. |
| GRADE LEVEL EXAMPLE / STAGE | 3.C.MC.1.3. | Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way. <u>Writing City</u> • Unit 2: Day 06 |

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| | | <p>Writing with Emotion</p> <ul style="list-style-type: none"> • Unit 2: Day 14 <p>Revising--Glows and Grows</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Special Place</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Voice and Word Choice</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Introductions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Planning Sheets</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Revising with A.R.M.S</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Uno, Dos, Traits: Scoring with Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Action Words</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Fable Beginnings</p> <ul style="list-style-type: none"> • Unit 5: Day 14 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 5: Day 15 <p>Scoring Fables</p> <ul style="list-style-type: none"> • Unit 5: Day 16 <p>Revising Fables</p> |
| STANDARD / COURSE | SC.3.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.C.MC.2. | Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. |
| GRADE LEVEL EXAMPLE / STAGE | 3.C.MC.2.1. | <p>Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Text Feature</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Scoring a Response</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Notes Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 |

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| | | Guided Notes Journal <ul style="list-style-type: none"> • Unit 6: Day 07 Glows and Grows <ul style="list-style-type: none"> • Unit 6: Day 08 5 Square Planning Sheet <ul style="list-style-type: none"> • Unit 6: Day 10 Ready, Set, Write! <ul style="list-style-type: none"> • Unit 6: Day 14 Scoring with a Rubric |
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**South Carolina Standards & Learning
Language Arts**

Grade: 4 - Adopted: 2015

| STANDARD / COURSE | SC.4.I. | Inquiry-Based Literacy Standards (I) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.I.3. | Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.I.3.2. | Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 02 Searching the Internet <ul style="list-style-type: none"> • Unit 6: Day 03 Ready, Set, Highlight! <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 07 Finishing the Journal |
| STANDARD / COURSE | SC.4.I. | Inquiry-Based Literacy Standards (I) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.I.4. | Synthesize information to share learning and/or take action. |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.I.4.1. | Draw logical conclusions from relationships and patterns discovered during the inquiry process. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features <ul style="list-style-type: none"> • Unit 3b: Day 16 Nonfiction Text Summaries <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 <ul style="list-style-type: none"> • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 |
| STANDARD / COURSE | SC.4.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RL.MC.6. | Summarize key details and ideas to support analysis of thematic development. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RL.MC.6.1. | Determine the development of a theme within a text; summarize using key details. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 16 |

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| | | <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> |
| STANDARD / COURSE | SC.4.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RL.MC.7. | Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RL.MC.7.2. | <p>Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.MC.6. | Summarize key details and ideas to support analysis of central ideas. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.MC.6.1. | <p>Summarize multi-paragraph texts using key details to support the central idea.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> • Unit 3b: Day 17 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 18 <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 19 <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.MC.7. | Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.MC.7.1. | <p>Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 12 Response to Text - Idea Swap • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 4: Day 14 Response to Text - Persuasive Letter - Part 2 • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.LCS.8. | Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.8.2. | <p>Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 Response Writing and Text Features |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.9.1. | <p>Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.9.5. | <p>Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17 Nonfiction Choice Cards |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.LCS.10. | Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.10.1. | Identify and describe the difference between a primary and secondary account of the same event or topic. <u>Writing City</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 |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.LCS.11. | Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.11.1. | Apply knowledge of text structures to describe how structures contribute to meaning. <u>Writing City</u> • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.11.2. | Explain how an author uses reasons and evidence to support particular points. <u>Writing City</u> • Unit 2: Day 16 Intro to Response to Text • Unit 3b: Day 15 Response Writing and Text Features • Unit 3b: Day 17 Nonfiction Choice Cards • Unit 3b: Day 18 Nonfiction Response and Score- Day 1 • Unit 3b: Day 19 Nonfiction Response and Score- Day 2 • Unit 4: Day 02 What Do We Think of Zoos? • Unit 4: Day 13 Response to Text - Persuasive Letter - Part 1 • Unit 5: Day 12 Response to Text • Unit 6: Day 03 Ready, Set, Highlight! • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Note-Taking Journal - Part 2 • Unit 6: Day 07 Finishing the Journal |

| STANDARD / COURSE | SC.4.W. | Writing (W) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.MCC.1. | Write arguments to support claims with clear reasons and relevant evidence. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.MCC.1.1. | Write opinion pieces that: |
| INDICATOR | 4.W.MCC.1.1.a. | <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Fact vs. Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> |
| INDICATOR | 4.W.MCC.1.1.c. | <p>Provide reasons supported by facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 <p>Fact vs. Opinion</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> |
| INDICATOR | 4.W.MCC.1.1.d. | <p>Use transitional words or phrases to connect opinions and reasons.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> |

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| INDICATOR | 4.W.MCC.1.1.g. | <p>Provide a concluding statement or section related to the opinion presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Formal Writing: Opinion Piece - Part 2</p> |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.MCC.2.1. | Write informative/explanatory texts that: |
| INDICATOR | 4.W.MCC.2.1.a. | <p>Introduce a topic clearly.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 |
| INDICATOR | 4.W.MCC.2.1.c. | <p>Group related information in paragraphs and sections.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing: Research Piece - Part 1 |
| INDICATOR | 4.W.MCC.2.1.e. | <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 |

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| | | <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> |
| INDICATOR | 4.W.MCC.2.1.h. | <p>Link ideas within categories of information using words and phrases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> |
| INDICATOR | 4.W.MCC.2.1.i. | <p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>Glows and Grows - Part 2</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 01 |

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| | | <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> |
| INDICATOR | 4.W.MCC.2.1.j. | <p>Develop a style and tone authentic to the purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>5 Square</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>Definitions</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Focus Skill Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 01 <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Searching the Internet</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Finishing the Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 |

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| | | <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> |
| INDICATOR | 4.W.MCC.2.1.k. | <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Reworking Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.MCC.3.1. | Gather ideas from texts, multimedia, and personal experience to write narratives that: |
| INDICATOR | 4.W.MCC.3.1.d. | <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>The Conventions of Dialogue</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Show And Tell Review</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Scoring With A Rubric - Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Revising</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is a Legend?</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> |

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| | | <ul style="list-style-type: none"> • 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 |
| INDICATOR | 4.W.MCC.3.1.e. | <p>Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 |

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| | | <p>Scoring Practice</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Time to Reflect</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Scoring Our Writing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 11 <p>Rubric and Reflect</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Planning Continued</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing: Research Piece - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Formal Writing: Research Piece - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing Glasses</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p> <ul style="list-style-type: none"> • Unit 6: Day 17 <p>Finishing the Race!</p> |
| INDICATOR | 4.W.MCC.3.1.f. | <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> |

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| | | <ul style="list-style-type: none"> • Unit 2: Day 05 Transitioning Smoothly • Unit 2: Day 08 Show And Tell Review • Unit 2: Day 09 Scoring With A Rubric - Part 1 • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 2: Day 12 Formal Writing • Unit 3a: Day 01 The Elements • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 06 Uno, Dos, Traits! • Unit 5: Day 10 Compare Characters |
| INDICATOR | 4.W.MCC.3.1.g. | <p>Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Strong Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Strong vs. Weak Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Show And Tell Review</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Formal Writing</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 10 <p>Compare Characters</p> |
| INDICATOR | 4.W.MCC.3.1.h. | <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Scoring With A Rubric - Part 1</p> |

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| | | <ul style="list-style-type: none"> • Unit 2: Day 12 Formal Writing • Unit 5: Day 01 What is a Legend? • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 04 Legend Planning Wheels • Unit 5: Day 10 Compare Characters |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.L.4.1. | When writing: |
| INDICATOR | 4.W.L.4.1.a. | <p>Use relative pronouns and relative adverbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3a: Day 06 Glow and Grows - Part 1 • Unit 6: Day 08 Glow and Grows |
| INDICATOR | 4.W.L.4.1.b. | <p>Form and use the progressive verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions • Unit 3a: Day 06 Glow and Grows - Part 1 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 6: Day 08 Glow and Grows |
| INDICATOR | 4.W.L.4.1.c. | <p>Use modal auxiliaries to convey various conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions • Unit 2: Day 10 Scoring With A Rubric - Part 2 • Unit 3b: Day 11 Verbs, Verbs, Verbs! • Unit 4: Day 10 Editing Glasses • Unit 5: Day 09 Editing |
| INDICATOR | 4.W.L.4.1.d. | <p>Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</p> <p><u>Writing City</u></p> |

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| | | <ul style="list-style-type: none"> • 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 3b: Day 11 Verbs, Verbs, Verbs! • Unit 3b: Day 13 Editing • Unit 4: Day 10 Editing Glasses • Unit 5: Day 02 Descriptive Words and Progressive Verb Tenses • Unit 5: Day 03 1st or 3rd Person Narrators • Unit 5: Day 09 Editing • Unit 6: Day 08 Glows and Grows |
| INDICATOR | 4.W.L.4.1.e. | <p>Order adjectives within sentences according to conventional patterns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> |
| INDICATOR | 4.W.L.4.1.f. | <p>Explore using prepositional phrases in different positions within a sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Glows and Grows</p> |
| INDICATOR | 4.W.L.4.1.h. | <p>Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Editing With A Checklist</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Revising Ears</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Editing Glasses</p> |

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| | | <ul style="list-style-type: none"> • Unit 5: Day 01 What is a Legend? <ul style="list-style-type: none"> • Unit 5: Day 09 Editing |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.L.5.2. | Use: |
| INDICATOR | 4.W.L.5.2.b. | <p>Quotation marks and commas to mark direct speech.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 06 A Character's Voice <ul style="list-style-type: none"> • Unit 2: Day 07 The Conventions of Dialogue <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising Strong Leads <ul style="list-style-type: none"> • Unit 5: Day 05 Dialogue and Punctuation <ul style="list-style-type: none"> • Unit 5: Day 09 Editing |
| INDICATOR | 4.W.L.5.2.c. | <p>Commas before a coordinating conjunction in a compound sentence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 06 Uno, Dos, Traits! <ul style="list-style-type: none"> • Unit 5: Day 09 Editing <ul style="list-style-type: none"> • Unit 6: Day 08 Glows and Grows |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.L.5.4. | <p>Use spelling patterns and generalizations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 6 Traits: Conventions <ul style="list-style-type: none"> • Unit 2: Day 10 Scoring With A Rubric - Part 2 |

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| | | <ul style="list-style-type: none"> • Unit 3a: Day 06 Glows and Grows - Part 1 <ul style="list-style-type: none"> • Unit 3a: Day 10 Editing With A Checklist <ul style="list-style-type: none"> • Unit 3b: Day 13 Editing <ul style="list-style-type: none"> • Unit 4: Day 10 Editing Glasses <ul style="list-style-type: none"> • Unit 5: Day 09 Editing |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.RC.6.1. | Write routinely and persevere in writing tasks: |
| INDICATOR | 4.W.RC.6.1.a. | <p>Over short and extended time frames.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> |
| INDICATOR | 4.W.RC.6.1.b. | <p>For a range of domain-specific tasks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> |

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| | | <ul style="list-style-type: none"> • Unit 2: Day 20 Read, Reread and Respond • Unit 2: Day 21 Reread, Respond and Score • Unit 4: Day 03 5 Square Paragraph Planning • Unit 4: Day 06 Analyzing the Student Sample • 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 08 Check-in and Write! • Unit 5: Day 12 Response to Text • Unit 5: Day 13 Compare and Contrast |
| INDICATOR | 4.W.RC.6.1.c. | <p>For a variety of purposes and audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> |
| INDICATOR | 4.W.RC.6.1.d. | <p>By adjusting the writing process for the task, increasing the length and complexity.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Planning</p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 18 |

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| | | <p>Writers Respond to Questions & Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Check-in and Write!</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Compare and Contrast</p> |
| STANDARD / COURSE | SC.4.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 4.W.RC.6.4. | <p>Demonstrate effective keyboarding skills.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Scoring Your Writing</p> <ul style="list-style-type: none"> • Unit 6: Day 16 <p>Technology Publishing</p> |
| STANDARD / COURSE | SC.4.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.C.MC.1. | Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. |
| GRADE LEVEL EXAMPLE / STAGE | 4.C.MC.1.3. | <p>Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Strong Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Strong vs. Weak Verbs</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> • Unit 2: Day 05 <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Analyzing the Student Sample</p> |

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| | | <ul style="list-style-type: none"> • 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 Glow 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 |
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South Carolina Standards & Learning

Language Arts

Grade: 5 - Adopted: 2015

| STANDARD / COURSE | SC.5.1. | Inquiry-Based Literacy Standards (I) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.1.3. | Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.1.3.2. | Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <u>Writing City</u> • 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 |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.MC.6. | Summarize key details and ideas to support analysis of thematic development. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.MC.6.1. | Determine and analyze the development of a theme within a text; summarize using key details. <u>Writing City</u> • Unit 2: Day 18 Ways Writers Respond to Reading |

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| | | <ul style="list-style-type: none"> • Unit 2: Day 19 Writers Respond to Questions and Prompts • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.MC.7. | Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.MC.7.2. | Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.MC.8. | Analyze characters, settings, events, and ideas as they develop and interact within a particular context. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.MC.8.1. | Cite evidence within text to: |
| INDICATOR | 5.RL.MC.8.1.a. | Analyze two or more characters, events, or settings in a text and explain the impact on the plot. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 5: Day 10 Compare the Past • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.LCS.9. | Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.LCS.9.1. | Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 04 Voice • Unit 1: Day 08 Figurative Language • Unit 1: Day 09 Metaphors & Similes • Unit 2: Day 03 |

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| | | Sensory Images • Unit 5: Day 08 Revising Part 2 |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.LCS.10.2. | Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. <u>Writing City</u> • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows |
| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.LCS.12. | Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.LCS.12.2. | Compare how different crafted text structures contribute to meaning and impact the reader. <u>Writing City</u> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.MC.5. | Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.MC.5.1. | Quote accurately from a text to analyze meaning in and beyond the text. <u>Writing City</u> • 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 |

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| | | <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Response to Text: Persuasive Letters</p> |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.MC.6. | Summarize key details and ideas to support analysis of central ideas. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.MC.6.1. | <p>Summarize a text with two or more central ideas; cite key supporting details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 03 <p>Main Ideas & Important Facts</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 08 Introducing the Rubric |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.MC.7. | Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.MC.7.1. | Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text: Two of a Kind <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 5: Day 13 Response to Historical Fiction Text <ul style="list-style-type: none"> • Unit 6: Day 04 Guided Note-Taking Journal <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.LCS.9.2. | Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 05 Paraphrasing <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.LCS.10. | Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.LCS.10.1. | Compare and contrast a primary and secondary account of the same event or topic. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 3b: Day 16 Respond to Nonfiction Texts and Score <ul style="list-style-type: none"> • Unit 4: Day 13 Response to Text: Two of a Kind |

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| | | <ul style="list-style-type: none"> • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Analyzing a Peer's Work • Unit 6: Day 07 Glows & Grows |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.LCS.11. | Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.LCS.11.2. | <p>Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 06 Analyzing a Peer's Work <ul style="list-style-type: none"> • Unit 6: Day 07 Glows & Grows <ul style="list-style-type: none"> • Unit 6: Day 08 Introducing the Rubric |
| STANDARD / COURSE | SC.5.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.W.MCC.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| GRADE LEVEL EXAMPLE / STAGE | 5.W.MCC.2.1. | Write informative/explanatory texts that: |
| INDICATOR | 5.W.MCC.2.1.a. | <p>Introduce a topic clearly.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 Let's Take Five <ul style="list-style-type: none"> • Unit 3a: Day 05 Model the Plan <ul style="list-style-type: none"> • Unit 3a: Day 06 Where I Live <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 10 Revising Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 01 Definitions and Details <ul style="list-style-type: none"> • Unit 3b: Day 04 5 Square Paragraphs <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions <ul style="list-style-type: none"> • Unit 6: Day 08 Introducing the Rubric <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 |
| INDICATOR | 5.W.MCC.2.1.c. | <p>Provide a general observation and focus.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 Purpose and Proof <ul style="list-style-type: none"> • Unit 3a: Day 07 3 Points <ul style="list-style-type: none"> • Unit 3a: Day 08 Revising the End <ul style="list-style-type: none"> • Unit 3a: Day 10 Revising Part 1 <ul style="list-style-type: none"> • Unit 3b: Day 07 Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 08 Writing Strong Conclusions |
| INDICATOR | 5.W.MCC.2.1.e. | <p>Use credible sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 What is a Research Project? <ul style="list-style-type: none"> • Unit 6: Day 02 Gathering Resources |

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| | | <ul style="list-style-type: none"> • Unit 6: Day 03 Main Ideas & Important Facts • Unit 6: Day 04 Guided Note-Taking Journal • Unit 6: Day 05 Paraphrasing |
| INDICATOR | 5.W.MCC.2.1.g. | <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 |

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| | | <p>Introducing the Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 11 <p>Reviewing the Plan</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> |
| INDICATOR | 5.W.MCC.2.1.i. | <p>Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 17 <p>Intro to Response to Text</p> <ul style="list-style-type: none"> • Unit 2: Day 18 <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> • Unit 2: Day 19 <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 12 <p>Text Features, Main Ideas, and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 13 <p>Nonfiction Text Features</p> <ul style="list-style-type: none"> • Unit 3b: Day 14 <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> • Unit 3b: Day 15 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 3b: Day 16 <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> • Unit 4: Day 14 <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> • Unit 4: Day 15 <p>Response to Text: Persuasive Letters</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 6: Day 02 <p>Gathering Resources</p> <ul style="list-style-type: none"> • Unit 6: Day 04 <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> • Unit 6: Day 05 <p>Paraphrasing</p> <ul style="list-style-type: none"> • Unit 6: Day 06 <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> • Unit 6: Day 07 <p>Glows & Grows</p> <ul style="list-style-type: none"> • Unit 6: Day 09 <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> |
| INDICATOR | 5.W.MCC.2.1.j. | <p>Link ideas within and across categories of information using words, phrases, and clauses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 |

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| | | <p>Linking Ideas</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 6: Day 10 <p>Linking Words</p> |
| INDICATOR | 5.W.MCC.2.1.k. | <p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Let's Take Five</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Definitions and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> |
| INDICATOR | 5.W.MCC.2.1.l. | <p>Develop a style and tone authentic to the purpose.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Let's Take Five</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 01 <p>Definitions and Details</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 6: Day 08 <p>Introducing the Rubric</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> |
| INDICATOR | 5.W.MCC.2.1.m. | <p>Provide a concluding statement or section related to the information or explanation presented.</p> |

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| | | <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 02 <p>Purpose and Proof</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> |
| STANDARD / COURSE | SC.5.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.W.MCC. | Meaning, Context, and Craft (MCC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.W.MCC.3. | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| GRADE LEVEL EXAMPLE / STAGE | 5.W.MCC.3.1. | Gather ideas from texts, multimedia, and personal experience to write narratives that: |
| INDICATOR | 5.W.MCC.3.1.b. | <p>Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Character Description</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheel 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p> |
| INDICATOR | 5.W.MCC.3.1.d. | <p>Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Character Description</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> |

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| | | <ul style="list-style-type: none"> • 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 |
| INDICATOR | 5.W.MCC.3.1.e. | <p>Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 Topics I Can Write About • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 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 |

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| | | <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 05 <p>Model the Plan</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 10 <p>Revising Part 1</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 13 <p>Rubric Scoring</p> <ul style="list-style-type: none"> • Unit 3b: Day 02 <p>Brainstorming</p> <ul style="list-style-type: none"> • Unit 3b: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 04 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 3b: Day 05 <p>Linking Ideas</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 09 <p>Revising</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 02 <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> • Unit 4: Day 03 <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> • Unit 4: Day 04 <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> • Unit 4: Day 05 <p>Facts and Opinions</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 07 <p>6 Traits Rubric</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 4: Day 10 <p>Revising</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 12 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 13 <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> |
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| | | <ul style="list-style-type: none"> • 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 |
| INDICATOR | 5.W.MCC.3.1.f. | <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 Ideas • Unit 1: Day 03 Organization • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 05 Transition • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 09 |

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| | | <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Planning to Write</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 3a: Day 03 <p>Who is Stronger?</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Let's Take Five</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> |
| INDICATOR | 5.W.MCC.3.1.g. | <p>Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 1: Day 06 <p>Word Choice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 04 <p>Character Description</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 3a: Day 04 <p>Let's Take Five</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 5: Day 01 <p>What is Historical Fiction?</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 03 <p>Planning Wheel 2</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 07 <p>Revising Part 1</p> |
| INDICATOR | 5.W.MCC.3.1.h. | <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 |

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| | | <p>Ideas</p> <ul style="list-style-type: none"> • Unit 1: Day 03 <p>Organization</p> <ul style="list-style-type: none"> • Unit 1: Day 04 <p>Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 06 <p>Dialogue: A Character's Voice</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 10 <p>Planning to Write</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 12 <p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Unit 5: Day 02 <p>Planning Wheel 1</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 08 <p>Revising Part 2</p> |
| STANDARD / COURSE | SC.5.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.W.L.4. | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| GRADE LEVEL EXAMPLE / STAGE | 5.W.L.4.1. | When writing: |
| INDICATOR | 5.W.L.4.1.a. | <p>Show knowledge of the function of conjunctions, prepositions, and interjections.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Unit 2: Day 01 <p>Vary Sentences Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 02 <p>Vary Sentences Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 03 <p>Sensory Images</p> <ul style="list-style-type: none"> • Unit 2: Day 09 <p>Writing from Experience</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3a: Day 09 <p>Using Commas</p> <ul style="list-style-type: none"> • Unit 3a: Day 11 <p>Revising Part 2</p> <ul style="list-style-type: none"> • Unit 3a: Day 12 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 06 <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 4: Day 06 <p>Kyle's Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 4: Day 11 <p>Editing</p> |

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| | | <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 15 Editing |
| INDICATOR | 5.W.L.4.1.b. | Form and use the perfect verb tenses. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? |
| INDICATOR | 5.W.L.4.1.c. | Use verb tense to convey various times, sequences, states, and conditions. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 15 Editing |
| INDICATOR | 5.W.L.4.1.d. | Recognize and use appropriate continuity or shifts in verb tense. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 Conventions <ul style="list-style-type: none"> • Unit 2: Day 15 Editing <ul style="list-style-type: none"> • Unit 3a: Day 09 Using Commas <ul style="list-style-type: none"> • Unit 3a: Day 12 Editing <ul style="list-style-type: none"> • Unit 3b: Day 06 Carly's Formal Writing Assessment <ul style="list-style-type: none"> • Unit 3b: Day 10 Editing <ul style="list-style-type: none"> • Unit 4: Day 11 Editing <ul style="list-style-type: none"> • Unit 5: Day 04 What's the Plan? <ul style="list-style-type: none"> • Unit 6: Day 12 Formal Writing - Part 1 <ul style="list-style-type: none"> • Unit 6: Day 13 Formal Writing - Part 2 <ul style="list-style-type: none"> • Unit 6: Day 15 Editing |

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| STANDARD / COURSE | SC.5.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.W.L. | Language (L) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.W.L.5. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXAMPLE / STAGE | 5.W.L.5.2. | Use: |
| INDICATOR | 5.W.L.5.2.a. | <p>Apostrophes and quotation marks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 15 <p>Editing</p> <ul style="list-style-type: none"> • Unit 3b: Day 10 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p> |
| INDICATOR | 5.W.L.5.2.b. | <p>Commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> |
| STANDARD / COURSE | SC.5.W. | Writing (W) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.W.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.W.RC.6. | Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. |
| GRADE LEVEL EXAMPLE / STAGE | 5.W.RC.6.1. | Write routinely and persevere in writing tasks: |
| INDICATOR | 5.W.RC.6.1.a. | <p>Over short and extended time frames.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 |

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| | | <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p> |
| INDICATOR | 5.W.RC.6.1.b. | <p>For a range of domain-specific tasks.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 |

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| | | <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 14 <p>Revising</p> <ul style="list-style-type: none"> • Unit 6: Day 15 <p>Editing</p> |
| <p>INDICATOR</p> | <p>5.W.RC.6.1.c.</p> | <p>For a variety of purposes and audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 <p>Ideas</p> <ul style="list-style-type: none"> • Unit 2: Day 07 <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> • Unit 2: Day 08 <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> • Unit 2: Day 11 <p>Writing a Real Narrative</p> <ul style="list-style-type: none"> • Unit 2: Day 20 <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> • Unit 2: Day 21 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 2: Day 22 <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> • Unit 3a: Day 06 <p>Where I Live</p> <ul style="list-style-type: none"> • Unit 3a: Day 07 <p>3 Points</p> <ul style="list-style-type: none"> • Unit 3a: Day 08 <p>Revising the End</p> <ul style="list-style-type: none"> • Unit 3b: Day 07 <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> • Unit 3b: Day 08 <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> • Unit 3b: Day 11 <p>Scoring and Publishing</p> <ul style="list-style-type: none"> • Unit 4: Day 08 <p>Paragraphs 1 & 2</p> <ul style="list-style-type: none"> • Unit 4: Day 09 <p>Paragraphs 3, 4, & 5</p> <ul style="list-style-type: none"> • Unit 5: Day 04 <p>What's the Plan?</p> <ul style="list-style-type: none"> • Unit 5: Day 05 <p>Developing Characters</p> <ul style="list-style-type: none"> • Unit 5: Day 06 <p>Writing and Commas</p> <ul style="list-style-type: none"> • Unit 5: Day 09 <p>Editing</p> <ul style="list-style-type: none"> • Unit 5: Day 12 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 5: Day 13 <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> • Unit 6: Day 12 <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> • Unit 6: Day 13 <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> • Unit 6: Day 14 |

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| | | Revising • Unit 6: Day 15 Editing |
| INDICATOR | 5.W.RC.6.1.d. | By adjusting the writing process for the task, increasing the length and complexity. <u>Writing City</u> • 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 11 Writing a Real Narrative • 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 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing • Unit 4: Day 08 Paragraphs 1 & 2 • Unit 4: Day 09 Paragraphs 3, 4, & 5 • Unit 5: Day 04 What's the Plan? • Unit 5: Day 05 Developing Characters • Unit 5: Day 06 Writing and Commas • Unit 5: Day 09 Editing • Unit 5: Day 12 Response to Historical Fiction Text • Unit 5: Day 13 Response to Historical Fiction Text • Unit 6: Day 12 Formal Writing - Part 1 • Unit 6: Day 13 Formal Writing - Part 2 • Unit 6: Day 14 Revising • Unit 6: Day 15 Editing |
| STANDARD / COURSE | 5.C.5.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.C.MC. | Meaning and Context (MC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.C.MC.1. | Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. |

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| GRADE LEVEL EXAMPLE / STAGE | 5.C.MC.1.3. | Apply effective communication techniques and the use of formal or informal voice based on audience and setting. <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing |
| STANDARD / COURSE | 5.C.5.C. | Communication (C) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.C.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.C.LCS.5. | Incorporate craft techniques to engage and impact audience and convey messages. |
| GRADE LEVEL EXAMPLE / STAGE | 5.C.LCS.5.2. | Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience. <u>Writing City</u> • Unit 3a: Day 01 Explanatory Writing |

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