

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)
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> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 04• Unit 6: Day 05• Unit 6: Day 06• Unit 6: Day 09
PERFORMANCE DESCRIPTOR / STANDARD	K.I.3.2.	With guidance and support, select information, revise ideas, and record and communicate findings. <u>Writing City</u> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 04• Unit 6: Day 05• Unit 6: Day 06• Unit 6: Day 09
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> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 04• Unit 6: Day 05• Unit 6: Day 06• Unit 6: Day 09
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> <ul style="list-style-type: none">• Unit 6: Day 01• Unit 6: Day 02• Unit 6: Day 04• Unit 6: Day 05

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 09
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.	<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 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
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 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 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
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 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06

		<ul style="list-style-type: none"> • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09
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 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09
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 • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2b: Day 01 • Unit 2b: Day 02 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05
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.

<p>GRADE LEVEL EXAMPLE / STAGE</p>	<p>K.W.L.4.1.</p>	<p>With guidance and support, use nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 05
<p>GRADE LEVEL EXAMPLE / STAGE</p>	<p>K.W.L.4.2.</p>	<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 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08
<p>GRADE LEVEL EXAMPLE / STAGE</p>	<p>K.W.L.4.4.</p>	<p>With guidance and support, use verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 05
<p>GRADE LEVEL EXAMPLE / STAGE</p>	<p>K.W.L.4.8.</p>	<p>Produce and expand complete sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
<p>STANDARD / COURSE</p>	<p>SC.K.W.</p>	<p>Writing (W)</p>

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 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 6: Day 06 • Unit 6: Day 10
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2.	<p>Recognize and name end punctuation.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01

		<ul style="list-style-type: none"> • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 6: Day 06 • Unit 6: Day 10
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3.	<p>Write letter(s) for familiar consonant and vowel sounds.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 6: Day 10
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4.	<p>Spell simple words phonetically.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 6: Day 10
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
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.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6.2.	<p>Print upper-and lower-case letters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02

		<ul style="list-style-type: none"> • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2b: Day 01 • Unit 2b: Day 02 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
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
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 • Unit 6: Day 02 • Unit 6: Day 04 • Unit 6: Day 05

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 09
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 • Unit 6: Day 02 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 09

South Carolina Standards & Learning

Language Arts

Grade: 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.1.4.	Synthesize information to share learning and/or take action.
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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / COURSE	SC.1.I.	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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
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.	Recognize and read grade-appropriate irregularly spelled words. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10
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.	Identify new meanings for familiar words and apply them accurately. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06
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.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.6.	Recognize and read grade-appropriate irregularly spelled words. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10
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.	Identify new meanings for familiar words and apply them accurately. <u>Writing City</u> • Unit 1: Day 05 • Unit 1: Day 06
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.	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. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12
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.	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. <u>Writing City</u> • Unit 1: Day 05 • Unit 1: Day 06 • Unit 3: Day 01 • Unit 3: Day 02 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.2.2.	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06 • Unit 3: Day 01 • Unit 3: Day 02 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14
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 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 12 • Unit 2a: Day 13 • Unit 2a: Day 14 • Unit 2b: Day 01 • Unit 2b: Day 02 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 10 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 2b: Day 15 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 10
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 • Unit 2b: Day 07 • Unit 2b: Day 08 • Unit 2b: Day 09 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05 • Unit 3: Day 06 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2.	<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 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.3.	<p>Use personal, possessive, and indefinite pronouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 11
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.4.	<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 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 10 • Unit 3: Day 11 • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 6: Day 04

		<ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5.	<p>Use adjectives and adverbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.7.	<p>Use conjunctions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3: Day 12 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 4: Day 06 • Unit 4: Day 11
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8.	<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 06 • Unit 6: Day 03 • Unit 6: Day 07 • Unit 6: Day 08
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.	<p>Periods, question marks, and exclamation marks at the end of sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09

		<ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 6: Day 10
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 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08
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 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 13 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4.	<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 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 05 • Unit 1: Day 06 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05 • Unit 2a: Day 06 • Unit 2a: Day 07

		<ul style="list-style-type: none"> • Unit 2a: Day 08 • Unit 2a: Day 12 • Unit 2a: Day 13 • Unit 2a: Day 14 • Unit 2b: Day 03 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 06 • Unit 2b: Day 07 • Unit 2b: Day 14 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 10
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.	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2a: Day 01 • Unit 2a: Day 02 • Unit 2a: Day 03 • Unit 2a: Day 04 • Unit 2a: Day 05
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6.4.	Locate letter keys on an electronic device to type simple messages. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 10

**South Carolina Standards & Learning
Language Arts**

Grade: 2 - Adopted: 2015

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.	Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / COURSE	SC.2.I.	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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
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> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 6: Day 01 • Unit 6: Day 02
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> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 6: Day 01 • Unit 6: Day 02
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.

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09
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 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 10

		<ul style="list-style-type: none"> • Unit 5: Day 11 • Unit 5: Day 12
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 • Unit 6: Day 02 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
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 • Unit 3a: Day 07 • Unit 3a: Day 12 • Unit 3b: Day 02 • Unit 5: Day 04 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 02
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.4.	<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 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 5: Day 10
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5.	<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 • Unit 2: Day 07 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8.	<p>Produce, expand, and rearrange complete simple and compound sentences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05

		<ul style="list-style-type: none"> • Unit 2: Day 04 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15
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.	<p>Capitalize greetings, months, days of the week, holidays, geographic names, and titles.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 3b: Day 10 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15
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.	<p>Apostrophes to form contractions and singular possessive nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 10
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 • Unit 2: Day 08 • Unit 3b: Day 15

		<ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06
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 • Unit 2: Day 08 • Unit 3b: Day 15 • Unit 5: Day 04 • Unit 5: Day 06
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.5.	<p>Consult print and multimedia resources to check and correct spellings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 6: Day 10
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.	<p>Begin to develop efficient keyboarding skills.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 06 • Unit 4: Day 14 • Unit 5: Day 13 • Unit 6: Day 12
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.	<p>Participate in shared research; record observations, new learning, opinions and articulate findings.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07

**South Carolina Standards & Learning
Language Arts**

Grade: 3 - Adopted: 2015

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.

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14
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.	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14
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.	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 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
STANDARD / COURSE	SC.3.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.1.4.	Synthesize information to share learning and/or take action.
PERFORMANCE DESCRIPTOR / STANDARD	3.1.4.3.	Determine appropriate tools and develop plan to communicate findings and/or take informed action. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12

		<ul style="list-style-type: none"> • Unit 6: Day 13 • Unit 6: Day 14
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.	Describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
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.
GRADE LEVEL EXAMPLE / STAGE	3.RL.LCS.11.1.	Explain the differences between first and third person points of view. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 18
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> <ul style="list-style-type: none"> • Unit 2: Day 18
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> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 5: Day 18
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> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13
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> • Unit 4: Day 13
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.	Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. <u>Writing City</u> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
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.	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. <u>Writing City</u> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 14
GRADE LEVEL EXAMPLE / STAGE	3.RI.LCS.9.5.	Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
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.
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 • Unit 4: Day 02 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
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 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
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 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10
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 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10
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 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03

		<ul style="list-style-type: none"> • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
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 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 04 • Unit 3b: Day 10 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
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 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
INDICATOR	3.W.MCC.2.1.i.	<p>Provide a concluding statement or section.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 07

		<ul style="list-style-type: none"> • Unit 3b: Day 10 • Unit 3b: Day 11
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.	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 5: Day 02 • Unit 5: Day 06 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
INDICATOR	3.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 • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 08 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 13 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3a: Day 12 • Unit 3a: Day 13 • Unit 3b: Day 04 • Unit 3b: Day 09

		<ul style="list-style-type: none"> • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 01 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 16
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 • Unit 2: Day 05 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 09
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 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 5: Day 03 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 14
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 • Unit 2: Day 01 • Unit 2: Day 14 • Unit 3b: Day 05 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 14 • Unit 5: Day 16 • Unit 5: Day 17
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 • Unit 2: Day 01 • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
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 • Unit 5: Day 05
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 • Unit 2: Day 14 • Unit 5: Day 04
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 • Unit 2: Day 14 • Unit 3a: Day 09
INDICATOR	3.W.L.4.1.f.	<p>Form and use comparative and superlative 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 3b: Day 05 • Unit 3b: Day 08
INDICATOR	3.W.L.4.1.h.	<p>Use coordinating and subordinating conjunctions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 07 • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 14 • Unit 5: Day 15

INDICATOR	3.W.L.4.1.i.	Produce simple, compound, and complex sentences. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 09 • Unit 2: Day 14 • Unit 3a: Day 08 • Unit 3b: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
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> <ul style="list-style-type: none"> • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 5: Day 17
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.	Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11
GRADE LEVEL EXAMPLE / STAGE	3.W.L.5.4.	Use spelling patterns and generalizations. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11
GRADE LEVEL EXAMPLE / STAGE	3.W.L.5.5.	Consult print and multimedia sources to check and correct spellings. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 17

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.6.1.	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 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
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 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08

		<ul style="list-style-type: none"> • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
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 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
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 • Unit 2: Day 16 • Unit 2: Day 17

		<ul style="list-style-type: none"> • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 01 • Unit 3a: Day 05 • Unit 3a: Day 11 • Unit 3b: Day 10 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 02 • Unit 5: Day 10 • Unit 5: Day 11 • Unit 5: Day 19 • Unit 5: Day 20 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14
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
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 • Unit 2: Day 14 • Unit 3a: Day 04 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11

		<ul style="list-style-type: none"> • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
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 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 14

**South Carolina Standards & Learning
Language Arts**

Grade: 4 - Adopted: 2015

STANDARD / COURSE	SC.4.I.	Inquiry-Based Literacy Standards (I)
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.	<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 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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.	<p>Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17

		<ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19
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.	<p>Determine the development of a theme within a text; summarize using key details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
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
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 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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.	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 18 • Unit 3b: Day 19 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
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.	Apply knowledge of text features to gain meaning; describe the relationship between these features and the text. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 15
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.	Use definitions, examples, and restatements to determine the meaning of words or phrases. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 17
GRADE LEVEL EXAMPLE / STAGE	4.RI.LCS.9.5.	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. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 17
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.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> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 3b: Day 19
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 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 4: Day 02 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 6: Day 03 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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.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.	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. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	4.W.MCC.1.1.c.	Provide reasons supported by facts and details. <u>Writing City</u> • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09
INDICATOR	4.W.MCC.1.1.d.	Use transitional words or phrases to connect opinions and reasons. <u>Writing City</u> • Unit 4: Day 05 • Unit 4: Day 07

		<ul style="list-style-type: none"> • Unit 4: Day 08 • Unit 4: Day 09
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 • Unit 4: Day 06 • Unit 4: Day 08
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 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3b: Day 02 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3a: Day 03 • Unit 3a: Day 04

		<ul style="list-style-type: none"> • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 07 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13

INDICATOR	4.W.MCC.2.1.j.	Develop a style and tone authentic to the purpose. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 03 • Unit 3b: Day 05 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	4.W.MCC.2.1.k.	Provide a concluding statement or section related to the information or explanation presented. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3b: Day 02 • Unit 3b: Day 07 • Unit 3b: Day 12 • Unit 6: Day 13
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.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3b: Day 08 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06

		<ul style="list-style-type: none"> • Unit 5: Day 08 • Unit 5: Day 10
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 • Unit 2: Day 03 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 11 • Unit 2: Day 13 • Unit 2: Day 14 • Unit 2: Day 15 • Unit 2: Day 16 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 09 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 14 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 11 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15 • Unit 6: Day 16 • Unit 6: Day 17
INDICATOR	4.W.MCC.3.1.f.	Use a variety of transitional words and phrases to manage the sequence of events.

		<p>Writing City</p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 05 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 3a: Day 01 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 10
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>Writing City</p> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 08 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10
INDICATOR	4.W.MCC.3.1.h.	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>Writing City</p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 10
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>Writing City</p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
INDICATOR	4.W.L.4.1.b.	<p>Form and use the progressive verb tenses.</p> <p>Writing City</p> <ul style="list-style-type: none"> • Unit 1: Day 07

		<ul style="list-style-type: none"> • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 6: Day 08
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 • Unit 2: Day 10 • Unit 3b: Day 11 • Unit 4: Day 10 • Unit 5: Day 09
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> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 09 • Unit 6: Day 08
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 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 08
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 • Unit 2: Day 10 • Unit 3a: Day 09 • Unit 4: Day 09 • Unit 5: Day 07 • Unit 6: Day 08
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 • Unit 2: Day 10 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 09
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.	Quotation marks and commas to mark direct speech. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 10 • Unit 3a: Day 08 • Unit 5: Day 05 • Unit 5: Day 09
INDICATOR	4.W.L.5.2.c.	Commas before a coordinating conjunction in a compound sentence. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 6: Day 08
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.	Use spelling patterns and generalizations. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
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.	Over short and extended time frames. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 2: Day 11 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 2: Day 11 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 2: Day 11 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 2: Day 11 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 4: Day 03 • Unit 4: Day 06 • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 08 • Unit 5: Day 12 • Unit 5: Day 13
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.	Demonstrate effective keyboarding skills. <u>Writing City</u> • Unit 3a: Day 11 • Unit 6: Day 16
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.	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 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 05 • Unit 3a: Day 09 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13

South Carolina Standards & Learning

Language Arts

Grade: 5 - Adopted: 2015

STANDARD / COURSE	SC.5.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	5.I.3.2.	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <u>Writing City</u> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05

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> <ul style="list-style-type: none"> • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 5: Day 13
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 • Unit 2: Day 22 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 13
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 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03 • Unit 5: Day 08
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> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
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> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 14 • Unit 4: Day 15
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.	Summarize a text with two or more central ideas; cite key supporting details. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 17 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22

		<ul style="list-style-type: none"> • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
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.	<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 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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.	<p>Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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.	<p>Compare and contrast a primary and secondary account of the same event or topic.</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 13 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
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 • Unit 2: Day 19 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 02 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
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 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 04 • Unit 3b: Day 07

		<ul style="list-style-type: none"> • Unit 3b: Day 08 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 07 • Unit 3b: Day 08
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 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05
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 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 04 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3a: Day 11 • Unit 3b: Day 01 • Unit 3b: Day 02 • Unit 3b: Day 03 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 05 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 2: Day 18 • Unit 2: Day 19

		<ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 5: Day 01 • Unit 6: Day 02 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 10
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 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13
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 • Unit 3a: Day 05 • Unit 3a: Day 06 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 01 • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13
INDICATOR	5.W.MCC.2.1.m.	<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 02 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 07 • Unit 3b: Day 08
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 • Unit 2: Day 04 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07
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 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 04 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07
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 • Unit 1: Day 02 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 06 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11

- Unit 2: Day 12
- Unit 2: Day 13
- Unit 2: Day 14
- Unit 2: Day 15
- Unit 2: Day 16
- Unit 2: Day 17
- Unit 2: Day 18
- Unit 2: Day 19
- Unit 2: Day 20
- Unit 2: Day 21
- Unit 2: Day 22
- Unit 3a: Day 05
- Unit 3a: Day 06
- Unit 3a: Day 07
- Unit 3a: Day 08
- Unit 3a: Day 09
- Unit 3a: Day 10
- Unit 3a: Day 11
- Unit 3a: Day 12
- Unit 3a: Day 13
- Unit 3b: Day 02
- Unit 3b: Day 03
- Unit 3b: Day 04
- Unit 3b: Day 05
- Unit 3b: Day 07
- Unit 3b: Day 08
- Unit 3b: Day 09
- Unit 3b: Day 10
- Unit 3b: Day 11
- Unit 4: Day 02
- Unit 4: Day 03
- Unit 4: Day 04
- Unit 4: Day 05
- Unit 4: Day 06
- Unit 4: Day 07
- Unit 4: Day 08
- Unit 4: Day 09
- Unit 4: Day 10
- Unit 4: Day 11
- Unit 4: Day 12
- Unit 4: Day 13
- Unit 5: Day 02
- Unit 5: Day 04
- Unit 5: Day 05
- Unit 5: Day 06
- Unit 5: Day 07
- Unit 5: Day 08
- Unit 5: Day 09
- Unit 5: Day 10
- Unit 5: Day 11
- Unit 5: Day 12
- Unit 5: Day 13
- Unit 6: Day 03
- Unit 6: Day 04
- Unit 6: Day 05
- Unit 6: Day 06
- Unit 6: Day 07
- Unit 6: Day 08
- Unit 6: Day 09
- Unit 6: Day 10
- Unit 6: Day 11
- Unit 6: Day 12
- Unit 6: Day 13
- Unit 6: Day 14

		<ul style="list-style-type: none"> • Unit 6: Day 15 • Unit 6: Day 16
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 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 05 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
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 • Unit 1: Day 04 • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 03 • Unit 2: Day 04 • Unit 2: Day 12 • Unit 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07
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 • Unit 1: Day 03 • Unit 1: Day 04 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 06 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 08
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 • Unit 2: Day 01 • Unit 2: Day 02 • Unit 2: Day 03 • Unit 2: Day 09 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 11 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 06 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15
INDICATOR	5.W.L.4.1.b.	<p>Form and use the perfect verb tenses.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
INDICATOR	5.W.L.4.1.c.	<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
INDICATOR	5.W.L.4.1.d.	<p>Recognize and use appropriate continuity or shifts in verb tense.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 09 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 15
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 • Unit 2: Day 15 • Unit 3b: Day 10 • Unit 5: Day 04 • Unit 6: Day 15
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 • Unit 5: Day 06
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 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
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 • Unit 2: Day 07 • Unit 2: Day 08

		<ul style="list-style-type: none"> • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
INDICATOR	5.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 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
INDICATOR	5.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 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 11 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 2: Day 22 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08

		<ul style="list-style-type: none"> • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 11 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
STANDARD / COURSE	SC.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.
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
STANDARD / COURSE	SC.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