

Success for All Foundation

Alignment to the College and Career Readiness Standards

Writing Wings

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Introduction

Writing Wings is a research-based curriculum and support package for grades 3, 4, and 5. The program emphasizes teamwork and cooperative-learning instructional strategies to help students become better writers. In each unit, the students take on challenging writing projects with specific guidelines. They give and receive helpful feedback from their writing team members as they brainstorm, plan, draft, revise, edit, and finally publish their work. These writing and publishing experiences engage the students in a community of writers and introduce them to the power of expressing their ideas through writing. An important tool in each unit is the student revision guide. Through the use of student revision guides, partners and teams learn to evaluate and critique each aspect of their writing—ideas, organization, style, and mechanics—and to revise and edit their work. The effectiveness of Writing Wings depends upon the balanced organization of teams and the use of cooperative-learning instructional strategies.

Writing Wings lessons use the cycle of effective instruction and cooperative learning to promote student learning and success.

Each eleven-day cycle of instruction follows this plan:

Day 1 (Craft Lesson)

The students will receive instruction and practice in an element or skill that they will need to use in the writing lesson. Quick Check is used to assess the students' readiness to apply the skill to their own writing.

Day 2 (Brainstorm)

The students are introduced to the writing prompt for the unit. They identify the important elements of the prompt, including the element that was the subject of the craft lesson. With the help of their partners, the students brainstorm a list of ideas for the writing project and choose one that they will expand into a composition.

Day 3 (Plan)

The students review the writing prompt, discuss with their partners, and organize their ideas in an appropriate graphic organizer, such as a web, sequence chain, story map, etc.

Day 4 (Draft)

The students use the ideas they recorded on their graphic organizers to write a first draft.

Day 5 (Language Mechanics Lesson)

The students receive instruction and practice in language usage (verb tense, using adjectives and adverbs in writing), mechanics (punctuation, capitalization), and composition (combining sentences, fixing run-ons).



Day 6 (Share and Respond)

The students share their drafts with their partners. The revision guide provides a tool for the students to give structured feedback on their partners' drafts. Through this feedback, young writers better understand how their writing comes across to readers, what they did well, and what needs to be improved.

Day 7 (Revise)

The students use the notes they made on their revision guides to revise and improve their drafts and share their revised drafts with their teams.

Day 8 (Language Mechanics Lesson)

(See Day 5)

Day 9 (Editing)

Using skills learned in the language mechanics lessons, the students edit their drafts and their partners' drafts.

Day 10 (Publishing)

This is an opportunity to celebrate and share writing in real ways with real audiences. Students share their work by reading from the Author's Chair and by participating in other authentic publishing activities.

Day 11 (Journal Writing)

The students write independently in their journals to express their thoughts and feelings. Idea starters are provided, but students may explore any topic that is of interest to them.

As an endorsing partner of the College and Career Readiness Standards Initiative, the Success for All Foundation wishes to provide comprehensive documentation of how our Writing Wings curriculum aligns to the standards for writing, speaking and listening, and language. College and Career Readiness Standards outline core conceptual understandings that are necessary for success in the real-world settings of college and careers.

The standards for writing have ten anchor standards: Text Types and Purposes (1–3), Production and Distribution of Writing (4–6), Research to Build and Present Knowledge (7–9), and Range of Writing (10).

The standards for speaking and listening have six anchor standards: Comprehension and Collaboration (1–3) and Presentation of Knowledge and Ideas (4–6).

The standards for language have six anchor standards: Conventions of Standard English (1–2), Knowledge of Language (3), and Vocabulary Acquisition and Use (4–6).

This document is organized as follows:

Section I: Provides narrative detail of how and where the anchor standards in writing are addressed in the Writing Wings curriculum.

Section II: Provides lesson titles that address the English Language Arts-Literacy Standards for Writing in the Writing Wings curriculum for grades 3, 4, and 5.

Section III: Provides narrative detail of how and where the anchor standards for speaking and listening are addressed in the Writing Wings curriculum.

Section IV: Provides lesson titles that address the English Language Arts-Literacy Standards for Speaking and Listening in the Writing Wings curriculum for grades 3, 4, and 5.

Section V: Provides narrative detail of how and where the anchor standards for language are addressed in the Writing Wings curriculum.

Section VI: Provides lesson titles that address the English Language Arts-Literacy Standards for Language in the Writing Wings curriculum for grades 3, 4, and 5.



Alignment to the College and Career Readiness Standards Initiative

College and Career Readiness Anchor Standards and English Language Arts Standards for Writing, Speaking and Listening, and Language

Section I: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<p>In each Writing Wings unit, students have eleven days to plan, draft, revise, edit, and publish a specific written product. The Writing Wings curriculum provides instruction, modeling, and practice in clearly stating and supporting a position.</p> <p>In craft lessons, students receive instruction and practice evaluating and improving position statements. They analyze arguments to determine whether there are strong reasons that support a position statement.</p> <p>In subsequent lessons, students craft their own position statements, and give and receive feedback from their teammates based on clarity. Students plan their writing by noting at least three supporting reasons, and receive feedback from teammates based on the quality of their work. Students use a revision guide to evaluate and give feedback. They draft, revise, edit and present their arguments by reading them to the class from the Author’s Chair.</p>
Anchor Standard 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.
<p>In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product. The Writing Wings curriculum provides instruction, modeling, and practice in writing informative/ explanatory texts.</p> <p>Craft lessons focus on identifying the kinds of information to include in informative texts and organizing the information so it is presented clearly to readers.</p> <p>In Teamwork, the students plan and create drafts to read to their teammates. Teammates use a revision guide to provide feedback on the clarity and organization of ideas, and the elements of style. Students revise their informative texts based on the feedback they receive.</p>
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<p>In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product. The Writing Wings curriculum provides instruction, modeling, and practice in writing narrative texts about real and imagined events.</p> <p>In craft lessons, students analyze stories, identify story elements, and create plans for their narratives, including sequencing events.</p> <p>In Teamwork, the students plan and create drafts to read to their teammates. Teammates use a revision guide to provide feedback on the clarity and organization of ideas along with elements of style, such as “Do the details help the reader make a mind movie?” Students revise their narrative texts based on the feedback they receive.</p>
Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Writing Wings provides instruction, modeling, and practice in descriptive, informative, persuasive and narrative writing. Instruction in craft lessons focuses on a specific element or skill that the students will need to use in the writing lesson. Quick Check is used to assess the students’ readiness to apply the skill to their own writing.</p> <p>Some examples of student writing projects include clearly describing a process in a how-to composition, writing a news story with the important information, writing an opinion piece with supporting reasons, and writing a mystery story using story elements to create suspense.</p>
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<p>For each writing project in Writing Wings, students use project-specific revision guides to help them plan, develop, and organize their ideas. Revision guides outline the expectations for ideas, organization, style and mechanics. For example, the style section of a revision guide for an informative composition focuses student attention on maintaining a formal tone. For a narrative composition, the style section focuses on adding sensory details. Students use the revision guides to evaluate their teammates’ work and to give specific feedback to improve their writing. As students plan, draft, and revise their work, project-specific revision guides help them to identify aspects of their writing that need improvement and to pinpoint the changes that will improve it. Students use a guide to plan, create, and evaluate their writing for ideas, organization, style, and mechanics. They also use the guide to provide peer feedback.</p>

<p>Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Writing Wings does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available at school. Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.</p>
<p>Research to Build and Present Knowledge</p>
<p>Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>Students do research and gather information from texts to write informative pieces on specific topics. Instruction, modeling, and practice focus on asking relevant questions, taking notes on important details, organizing information, drafting research reports in their own words, and listing sources.</p>
<p>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>Writing to inform units in Writing Wings include instruction, modeling, and practice in gathering information from multiple sources, taking notes on relevant information, and teaching students to use their own words when drafting their compositions.</p>
<p>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Students do research and gather information from texts to write informative pieces on specific topics. Instruction focuses on taking notes, organizing information, and citing sources.</p>
<p>Range of Writing</p>
<p>Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product. Writing Challenges are an opportunity for students to practice writing a timed response to a prompt. In each of four Writing Challenges—descriptive, informative, persuasive, and narrative—students plan, draft, revise, and edit a written product in a single sitting.</p>

Section II: Writing

Grade 3

Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B. Provide reasons that support the opinion.

W.3.1.C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

W.3.1.D. Provide a concluding statement or section.

Presenting an opinion and supporting it with good reasons is the primary focus of the following units:

- Unit 9—Clearly Stating a Purpose
- Unit 10—Using Persuasive Language
- Writing Challenge: Persuasive Writing

Students write advice letters that propose a course of action, provide compelling reasons for taking that action, and include a closing statement summarizing the benefits of that action. Students use a guide to plan, create, and evaluate their writing for ideas, organization, style, and mechanics. They also use the guide to provide peer feedback.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B. Develop the topic with facts, definitions, and details.

W.3.2.C. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

W.3.2.D. Provide a concluding statement or section.

Writing informative texts that develop a topic with facts and details is the primary focus of the following units:

- Unit 2—Building a Paragraph
- Unit 3—Describing Steps in a Process
- Unit 6—Tell the Facts
- Unit 7—Tell Main Ideas Supported by Facts
- Unit 8—Telling How Two Things Are Alike and Different
- Writing Challenge: Informative Writing

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C. Use temporal words and phrases to signal event order.

W.3.3.D. Provide a sense of closure.

Techniques for writing effective narratives is the primary focus of the following units:

- Unit 4—Describing Events in Order
- Unit 5—Informing About a Real Event through Sensory Details
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Writing Challenge: Narrative Writing

Production and Distribution of Writing
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<p>In the following units, students plan, create, and evaluate their writing for ideas, organization, style, and mechanics using a guide specific to their writing purpose. They also use the guide to provide peer feedback and to help them revise their writing.</p> <ul style="list-style-type: none"> • Unit 1—Creating a Writing Team • Unit 2—Building a Paragraph • Unit 3—Describing Steps in a Process • Unit 4—Describing Events in Order • Unit 5—Informing About a Real Event Through Sensory Details • Unit 6—Tell the Facts • Unit 7—Telling Main Ideas Supported by Facts • Unit 8—Telling How Two Things Are Alike and Different • Unit 9—Clearly Stating a Purpose • Unit 10—Using Persuasive Language • Unit 11—Developing the Elements of a Story • Unit 12—Developing Story Details
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
<p>All Writing Wings units provide instruction, modeling, and practice in:</p> <ul style="list-style-type: none"> • the use of graphic organizers to plan each writing project; • the use of revision guides to evaluate and give feedback on ideas, organization, and style; and • identifying and correcting language mechanics errors.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<p>Writing Wings does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available at school. Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.</p>
Integration of Knowledge and Ideas
W.3.7. Conduct short research projects that build knowledge about a topic.
<p>The following units focus on investigating and writing an informative piece on a topic:</p> <ul style="list-style-type: none"> • Unit 5—Informing About a Real Event Through Sensory Details • Unit 6—Tell the Facts • Unit 7—Telling Main Ideas Supported by Facts • Unit 8—Telling How Two Things Are Alike and Different
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<p>The following Writing Wings units focus on collecting information, taking notes, and organizing information:</p> <ul style="list-style-type: none"> • Unit 2—Building a Paragraph • Unit 3—Describing Steps in a Process • Unit 4—Describing Events in Order • Unit 6—Tell the Facts • Unit 7—Telling Main Ideas Supported by Facts • Unit 8—Telling How Two Things Are Alike and Different
W.3.9. Begins in grade 4

Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product. In each of four Writing Challenges—descriptive, informative, persuasive, and narrative—students plan, draft, revise, and edit a written product in a single sitting.

Grade 4

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1.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.

W.4.1.B. Provide reasons that are supported by facts and details.

W.4.1.C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

W.4.1.D. Provide a concluding statement or section related to the opinion presented.

Presenting an opinion and supporting it with good reasons is the primary focus of the following units:

- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Writing Challenge: Persuasive Writing

Students write letters that propose a course of action, provide compelling reasons for taking that action, and include a closing statement summarizing the benefits of that action. Students use a guide to plan, create, and evaluate their writing for ideas, organization, style, and mechanics. They also use the guide to provide peer feedback.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.C. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.E. Provide a concluding statement or section related to the information or explanation presented.

Writing informative texts that develop a topic with facts and details is the primary focus of the following units:

- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Writing Challenge: Informative Writing

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.C. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.

Techniques for writing effective narratives is the primary focus of the following units:

- Unit 2—Writing a Descriptive Paragraph
- Unit 4—Informing About a Real Event through Sensory Details
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense
- Writing Challenge: Narrative Writing

Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

In the following units, students plan, create, and evaluate their writing for ideas, organization, style, and mechanics using a guide specific to their writing purpose. They also use the guide to provide peer feedback and to help them revise their writing.

- Unit 1—Creating a Writing Team
- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event Through Sensory Details
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

All Writing Wings units provide instruction, modeling, and practice in:

- the use of graphic organizers to plan each writing project;
- the use of revision guides to evaluate and give feedback on ideas, organization, and style; and
- identifying and correcting language mechanics errors.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Wings does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher's discretion to use the tools available at school. Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.

Integration of Knowledge and Ideas
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<p>The following grade 4 units focus on investigating and writing an informative piece on a topic:</p> <ul style="list-style-type: none"> • Unit 4—Informing About a Real Event Through Sensory Details • Unit 5—including All the Important Information • Unit 6—Telling Main Ideas Supported by Facts • Unit 7—Informing About Similarities and Differences • Research Report in Social Studies
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<p>The following grade 4 units focus on collecting information, taking notes, and organizing information:</p> <ul style="list-style-type: none"> • Unit 2—Writing a Descriptive Paragraph • Unit 3—Writing Directions • Unit 5—including All the Important Information • Unit 6—Telling Main Ideas Supported by Facts • Unit 7—Informing About Similarities and Differences • Research Report in Social Studies
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>W.4.9.A. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>W.4.9.B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
<p>The following grade 4 units focus on drawing evidence from informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Unit 6—Telling Main Ideas Supported by Facts • Unit 7—Informing About Similarities and Differences • Writing in Social Studies: Research Report
Range of Writing
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product.</p> <p>In each of four Writing Challenges—descriptive, informative, persuasive, and narrative—students plan, draft, revise, and edit a written product in a single sitting.</p> <p>The Writing in Social Studies: Research Report unit has an extended time frame and includes instruction, modeling, and practice gathering information, taking notes, organizing, drafting, revising, and citing sources for a social studies report.</p>

Grade 5

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.B. Provide logically ordered reasons that are supported by facts and details.

W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

W.5.1.D. Provide a concluding statement or section related to the opinion presented.

Presenting an opinion and supporting it with good reasons is the primary focus of the following units:

- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Writing Challenge: Persuasive Writing

Students write a speech that proposes a course of action, provides compelling reasons for taking that action, and includes a closing statement summarizing the benefits of that action. Students use a guide to plan, create, and evaluate their writing for ideas, organization, style, and mechanics. They also use the guide to provide peer feedback.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.E. Provide a concluding statement or section related to the information or explanation presented.

Writing informative texts that develop a topic with facts and details is the primary focus of the following units:

- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Writing Challenge: Informative Writing

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.

Techniques for writing effective narratives is the primary focus of the following units:

- Unit 2—Writing Descriptive Compositions
- Unit 4—Informing About a Real Event through Sensory Details
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense
- Writing Challenge: Narrative Writing

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

In the following units, students plan, create, and evaluate their writing for ideas, organization, style, and mechanics using a guide specific to their writing purpose. They also use the guide to provide peer feedback and to help them revise their writing. • Unit 1—Creating a Writing Team

- Unit 2—Writing Descriptive Compositions
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event Through Sensory Details
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

All Writing Wings units provide instruction, modeling, and practice in:

- the use of graphic organizers to plan each writing project;
- the use of revision guides to evaluate and give feedback on ideas, organization, and style; and
- identifying and correcting language mechanics errors.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Writing Wings does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher's discretion to use the tools available at school. Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.

Integration of Knowledge and Ideas

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

The following grade 5 units focus on investigating and writing an informative piece:

- Unit 4—Informing About a Real Event Through Sensory Details
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

The following grade 5 units focus on collecting information, taking notes, and organizing information:

- Unit 2—Writing Descriptive Compositions
- Unit 3—Writing Directions
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.A. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

W.5.9.B. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

The following grade 5 units focus on drawing evidence from informational texts to support analysis, reflection, and research.

- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Writing in Social Studies: Research Report

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

In each Writing Wings unit of eleven days, students plan, draft, revise, edit, and publish a specific written product.

In each of four Writing Challenges—descriptive, informative, persuasive, and narrative—students plan, draft, revise, and edit a written product in a single sitting.

Section III: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<p>Writing Wings emphasizes teamwork and cooperative learning instructional strategies to help students become better writers. Each day during Teamwork, students discuss and give feedback to their teammates on their writing projects using specific guidelines. Through the use of student revision guides, students learn to evaluate, discuss, and give structured feedback on each aspect of their writing—ideas, organization, style, and mechanics. Through this feedback, young writers better understand how their writing comes across to readers, what they did well, and what needs improvement. In addition, each student has the opportunity to take the Author's Chair and read his or her writing project to the class. Class members then respond with comments about the positive aspects of the writing.</p> <p>Throughout Writing Wings, students discuss team cooperation goals and identify how working toward those goals can help them to communicate ideas effectively, solve problems, and improve their writing. Team cooperation goals include: practice active listening, everyone participates, explain your ideas and tell why, complete tasks, and help and encourage others. The five goals are introduced and practiced one at a time. By focusing on a single behavior at a time and having team cooperation points tied to a targeted behavior, students become skilled members of a writing community</p>
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>During Active Instruction in Writing Wings, students regularly view video skits and evaluate the writing and actions of the characters. These videos feature characters engaged in the writing process and working with partners and teams. Students discuss and evaluate characters' writing to identify strengths and areas that need improvement. They also evaluate the characters' actions to identify when they are supporting their partners by actively listening and giving effective feedback. In addition, days 5 and 8 of each Writing Wings unit include two language mechanics videos that present information on punctuation and grammar usage, followed by team practice activities and individual assessments.</p>
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<p>During Teamwork, students discuss and explain their ideas, writing purposes, and supporting evidence with their team members. With the help of revision guides, students evaluate the strength of their evidence, explain their reasoning, and give feedback to help team members improve their writing.</p>
Presentation of Knowledge and Ideas
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<p>In Writing Wings, students engage in descriptive, narrative, informational, and persuasive writing projects. As they brainstorm, plan, and create drafts, students discuss and explain their ideas, writing purposes, and supporting evidence with team members. With the help of revision guides, students evaluate the strength of their evidence, explain their reasoning, and give feedback to help team members improve their writing. In addition, each student has the opportunity to take the Author's Chair and read his or her writing project to the class. Class members respond with comments about the positive aspects of their writing.</p>
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<p>Writing with clarity, supporting ideas with evidence, and employing elements of style that support the writing purpose are objectives in Writing Wings. Creating visuals to enhance writing is not a focus of instruction in Writing Wings.</p>
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>During Teamwork, students practice giving and receiving feedback with their writing team as they brainstorm, plan, draft, revise, edit, and finally publish their work. These feedback discussions are modeled in video segments and by the teacher during Active Instruction. During Reflection, a randomly-selected member of each team presents an example of his or her team's feedback and explains how it helped him or her with the writing process. Each student has the opportunity to take the Author's Chair and read his or her writing project to the class. Class members then respond with comments about the positive aspects of the writing.</p>

Section IV: Speaking and Listening

Grade 3

Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D. Explain their own ideas and understanding in light of the discussion.

During Teamwork, students use cooperative learning structures to discuss their writing project and give feedback to partners and teams. A team score sheet provides a displayed record of completed stages in the writing process and of team points earned for meeting cooperation goals.

Each day during Reflection, students share an aspect of their team discussion. For example, on day 2, students share an example of something a team member did to help them brainstorm ideas for their writing. On day 7, students share an example of team feedback that helped them to revise and improve their writing project.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students answer questions about main ideas after viewing videos in the following grade 3 Writing Wings units:

- Unit 1—Creating a Writing Team
- Unit 2—Building a Paragraph
- Unit 3—Describing Steps in a Process
- Unit 4—Describing Events in Order
- Unit 5—Informing About a Real Event
- Unit 6—Tell the Facts
- Unit 7—Tell Main Ideas Supported by Facts
- Unit 8—Telling How Two Things Are Alike and Different
- Unit 9—Clearly Stating a Purpose
- Unit 10—Using Persuasive Language
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details

Students listen to teammates read their compositions aloud and give feedback on the main ideas and supporting details in the following grade 3 units:

- Unit 6—Tell the Facts
- Unit 7—Tell Main Ideas Supported by Facts
- Unit 8—Telling How Two Things Are Alike and Different
- Unit 10—Using Persuasive Language

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Students discuss, ask questions, and offer feedback on the development of their writing projects with partners and teams during Teamwork in the following grade 3 units:

- Unit 1—Creating a Writing Team
- Unit 2—Building a Paragraph
- Unit 3—Describing Steps in a Process
- Unit 4—Describing Events in Order
- Unit 5—Informing About a Real Event
- Unit 6—Tell the Facts

- Unit 7—Tell Main Ideas Supported by Facts
- Unit 8—Telling How Two Things Are Alike and Different
- Unit 9—Clearly Stating a Purpose
- Unit 10—Using Persuasive Language
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details

Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

In the following grade 3 units, students write about a topic, tell a story, or recount an experience and read it aloud to their team for feedback on ideas, organization, and elements of style. Students also read their revised composition aloud from the Author’s Chair.

- Unit 1—Creating a Writing Team
- Unit 2—Building a Paragraph
- Unit 3—Describing Steps in a Process
- Unit 4—Describing Events in Order
- Unit 5—Informing About a Real Event
- Unit 6—Tell the Facts
- Unit 7—Tell Main Ideas Supported by Facts
- Unit 8—Telling How Two Things Are Alike and Different
- Unit 9—Clearly Stating a Purpose
- Unit 10—Using Persuasive Language
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Student creation of recordings or visuals to enhance writing is not a focus of instruction in Writing Wings.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Think-Pair-Share: This is a cooperative learning structure used in Writing Wings lessons in which a question is posed, and students are given time to think and to discuss their answers with a partner. Teams are called on to share their answers with the class. With time to think and the opportunity to rehearse their answers, students are expected to answer in full sentences and explain their thinking or reasoning.

During Teamwork, students use a revision guide to discuss and comment on their teammates’ writing, asking for clarification when necessary and/or providing details to explain their thinking.

During Reflection, randomly-selected students present an example of a team member’s feedback and explain how it helped with the writing process.

Grade 4

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

During Teamwork, students use cooperative learning structures to discuss their writing project and give feedback to partners and teams. A team score sheet provides a displayed record of completed stages in the writing process and of team points earned for meeting cooperation goals.

Each day during Reflection, students share an aspect of their team discussion. For example, on day 2, students share an example of something a team member did to help them brainstorm ideas for their writing. On day 7, students share an example of team feedback that helped them to revise and improve their writing project.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students paraphrase portions of information after viewing videos in the following grade 4 Writing Wings units:

- Unit 1—Creating a Writing Team
- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Students read their compositions aloud to their team members for feedback on the strength of their supporting evidence. Analyzing supporting evidence provided by a speaker is practiced in the following grade 4 Writing Wings units:

- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position

Presentation of Knowledge and Ideas

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

In the following grade 4 units, students write about a topic, tell a story, or recount an experience and read it aloud to

their team for feedback on ideas, organization, and elements of style. Students also read their revised composition aloud to the class from the Author’s Chair.

- Unit 1—Creating a Writing Team
- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense
- Writing in Social Studies: Research Report

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Student creation of recordings or visuals to enhance writing is not a focus of instruction in Writing Wings.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Think-Pair-Share: This is a cooperative learning structure used in Writing Wings lessons in which a question is posed, and students are given time to think and to discuss their answers with a partner. Teams are called on to share their answers with the class. With time to think and the opportunity to rehearse their answers, students are expected to answer in full sentences and explain their thinking or reasoning.

During Teamwork, students use a revision guide to discuss and comment on their teammates’ writing, asking for clarification when necessary and/or providing details to explain their thinking.

During Reflection, randomly-selected students present an example of a team member’s feedback and explain how it helped with the writing process.

Grade 5

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

SL.5.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

During Teamwork, students use cooperative learning structures to discuss their writing project and give feedback to partners and teams. A team score sheet provides a displayed record of completed stages in the writing process and of team points earned for meeting cooperation goals.

Each day during Reflection, students share an aspect of their team discussion. For example, on day 2, students share an example of something a team member did to help them brainstorm ideas for their writing. On day 7, students share an example of team feedback that helped them to revise and improve their writing project.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students state the main points after viewing videos in the following grade 5 Writing Wings units:

- Unit 1—Creating a Writing Team
- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose • Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students read their compositions aloud to their partners and teams for feedback on the strength of their supporting evidence. Analyzing supporting evidence is practiced in the following grade 5 Writing Wings units:

- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

In the following grade 5 units, students write about a topic, tell a story, or recount an experience and read it aloud to their team for feedback on ideas, organization, and elements of style. Students also read their revised composition aloud to the class from the Author’s Chair.

- Unit 1—Creating a Writing Team
- Unit 2—Writing a Descriptive Paragraph
- Unit 3—Writing Directions
- Unit 4—Informing About a Real Event
- Unit 5—Including All the Important Information
- Unit 6—Telling Main Ideas Supported by Facts
- Unit 7—Informing About Similarities and Differences
- Unit 8—Clearly Stating a Purpose
- Unit 9—Using Persuasive Language
- Unit 10—Clearly Stating and Supporting a Position
- Unit 11—Developing the Elements of a Story
- Unit 12—Developing Story Details
- Unit 13—Developing Story Elements to Create Suspense
- Writing in Social Studies: Research Report

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Student creation of recordings or visuals to enhance writing is not a focus of instruction in Writing Wings.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Think-Pair-Share: This is a cooperative learning structure used in Writing Wings lessons in which a question is posed, and students are given time to think and to discuss their answers with a partner. Teams are called on to share their answers with the class. With time to think and the opportunity to rehearse their answers, students are expected to answer in full sentences and explain their thinking or reasoning.

During Teamwork, students use a revision guide to discuss and comment on their teammates' writing, asking for clarification when necessary and/or providing details to explain their thinking.

During Reflection, randomly-selected students present an example of a team member's feedback and explain how it helped with the writing process.

Section V: College and Career Readiness Anchor Standards for Language

Conventions of Standard English
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Writing Wings units include direct instruction, modeling, and practice in language mechanics. On days 5 and 8 of every unit, students engage in activities to reinforce and assess their proficiency in a particular aspect of language mechanics, for example subject-verb agreement, adjective endings, or fixing run-on sentences. Instruction includes modeling by teacher and modeling in videos, team practice, and individual assessment.</p> <p>Seven of the eleven lessons in each unit begin with a Two-Minute Edit in which students identify grammar, spelling, and punctuation errors in sentences and work together to improve them.</p> <p>Day 9 of each Writing Wings unit is devoted to students editing their compositions. Students use the mechanics portion of their revision guides and editing marks to edit their own compositions and their partner’s. Teams then share examples of items they edited in their work and explain why</p>
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>Writing Wings units include direct instruction, modeling, and practice in language mechanics. On days 5 and 8 of every unit, students engage in activities to reinforce and assess their proficiency in a particular aspect of language mechanics, for example using quotation marks and commas to punctuate dialogue or apostrophes in contractions. Instruction includes modeling by teacher and modeling in videos, team practice, and individual assessment.</p> <p>Seven of the eleven lessons in each unit begin with a Two-Minute Edit in which students identify grammar, spelling, and punctuation errors in sentences and work together to improve them.</p> <p>Day 9 of each Writing Wings unit is devoted to students editing their compositions. Students use the mechanics portion of their revision guides and editing marks to edit their own compositions and their partner’s. Teams then share examples of items they edited in their work and explain why.</p>
Knowledge of Language
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<p>Writing Wings instruction focuses on elements of style, such as word choice, building sensory vocabulary, and maintaining a formal tone. Students use words, phrases, or dialogue to help the audience make connections and to support their ideas. Students use details that help readers make mind movies.</p>
Vocabulary Acquisition and Use
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>

Section VI: Language

Grade 3

Conventions of Standard English

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B. Form and use regular and irregular plural nouns.

L.3.1.C. Use abstract nouns (e.g., *childhood*).

L.3.1.D. Form and use regular and irregular verbs.

L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1.H. Use coordinating and subordinating conjunctions.

L.3.1.I. Produce simple, compound, and complex sentences.

Writing Wings units in grade 3 include language mechanics lessons with instruction, modeling, and student practice in the following areas of grammar and usage:

- Unit 2—Building a Paragraph
 - Day 5: parts of speech—nouns and verbs
 - Day 8: parts of speech—adjectives
- Unit 3—Describing Steps in a Process
 - Day 5: complete sentences
- Unit 4—Describing Events in Order
 - Day 5: use of vivid verbs
 - Day 8: identifying adverbs
- Unit 6—Tell the Facts
 - Day 5: verb tense
 - Day 8: changing the tense of irregular verbs
- Unit 7—Tell Main Ideas Supported by Facts
 - Day 5: fixing run-on sentences
 - Day 8: fixing choppy sentences by adding connecting words
- Unit 8—Telling How Two Things Are Alike and Different
 - Day 5: subject-verb agreement
 - Day 8: expanding sentences by adding descriptive words
- Unit 9—Clearly Stating a Purpose
 - Day 5: adding pronouns
- Unit 10—Using Persuasive Language
 - Day 5: combining sentences
 - Day 8: varying sentences
- Unit 11—Developing the Elements of a Story
 - Day 8: use of personal pronouns
- Unit 12—Developing Story Details
 - Day 5: subject-verb agreement

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A. Capitalize appropriate words in titles.

L.3.2.B. Use commas in addresses.

L.3.2.C. Use commas and quotation marks in dialogue.

L.3.2.D. Form and use possessives.

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Writing Wings units in grade 3 include language mechanics lessons with instruction, modeling, and student practice in the following areas of punctuation and spelling:

- Unit 3: Describing Steps in a Process
 - Day 8: use of commas in a series
- Unit 5—Informing About a Real Event Through Sensory Details
 - Day 5: capitalization
 - Day 8: apostrophes in contractions
- Unit 9—Clearly Stating a Purpose
 - Day 8: use of commas with subordinate clauses
- Unit 11—Developing the Elements of a Story
 - Day 5: use of apostrophes in possessives
- Unit 12—Developing Story Details
 - Day 8: use of apostrophes for plural possessives

Two-Minute Edit: A repeated activity in all Writing Wings units is the Two-Minute Edit. Students work with their teams to improve a sentence by correcting errors in grammar, spelling, and punctuation. They also add details to make a sentence more interesting or for clarity.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A. Choose words and phrases for effect.*

L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.

The following units focus on elements of style including word choice, sensory details, and maintaining a formal tone.

- Unit 3—Describing Steps in a Process
- Unit 4—Describing Events in Order
- Unit 5—Informing About a Real Event Through Sensory Details
- Unit 8—Telling How Two Things are Alike and Different
- Unit 9—Clearly Stating a Purpose
- Unit 10—Using Persuasive Language
- Unit 11—Developing the Elements of a Story

The following assessments focus on elements of style along with organization and ideas.

- Writing Challenge—Descriptive Writing
- Writing Challenge—Informative Writing
- Writing Challenge—Persuasive Writing
- Writing Challenge—Narrative Writing

Vocabulary Acquisition and Use
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p>This is not a focus of Writing Wings (see Reading Wings alignment).</p>

Grade 4
Conventions of Standard English
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.E. Form and use prepositional phrases.</p> <p>L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L.4.1.G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>
<p>Writing Wings units in grade 4 include language mechanics lessons with instruction, modeling, and student practice in the following areas of grammar and usage:</p> <ul style="list-style-type: none"> • Unit 2—Writing a Descriptive Paragraph <ul style="list-style-type: none"> ○ Day 5: parts of speech—nouns and verbs ○ Day 8: parts of speech—adjectives • Unit 3—Writing Directions <ul style="list-style-type: none"> ○ Day 5: complete sentences ○ Day 8: use of vivid verbs • Unit 4—Informing About a Real Event Through Sensory Details <ul style="list-style-type: none"> ○ Day 5: using adverbs to modify verbs • Unit 5—Including All the Important Information <ul style="list-style-type: none"> ○ Day 5: verb tense ○ Day 8: changing the tense of irregular verbs

- Unit 6—Telling Main Ideas Supported by Facts
 - Day 5: fixing run-on sentences
 - Day 8: fixing choppy sentences by adding connecting words
- Unit 7—Informing About Similarities and Differences
 - Day 5: subject-verb agreement
 - Day 8: expanding sentences by adding descriptive words
- Unit 8—Clearly Stating a Purpose
 - Day 5: use of pronouns
- Unit 9—Using Persuasive Language
 - Day 5: combining sentences
 - Day 8: varying sentences
- Unit 10—Clearly Stating and Supporting a Position
 - Day 5: forming nouns using common endings
 - Day 8: use of personal pronouns
- Unit 11—Developing the Elements of a Story
 - Day 8: forming adjectives using common endings
- Unit 12—Developing Story Details
 - Day 5: subject-verb agreement
- Unit 13—Developing Story Elements to Create Suspense
 - Day 8: varying types of sentences: question, declarative, exclamatory

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.A. Use correct capitalization.

L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

Writing Wings units in grade 4 include language mechanics lessons with instruction, modeling, and student practice in the following areas of punctuation and spelling patterns:

- Unit 4—Informing About a Real Event Through Sensory Details
 - Day 8: apostrophes in contractions
- Unit 8—Clearly Stating a Purpose
 - Day 8: use of commas with subordinate clauses
- Unit 11—Developing the Elements of a Story
 - Day 5: use of apostrophes in possessives
- Unit 12—Developing Story Details
 - Day 8: use of apostrophes for plural possessives
- Unit 13—Developing Story Elements to Create Suspense
 - Day 5: punctuating quotations

Two-Minute Edit: A repeated activity in all Writing Wings units is the Two-Minute Edit. Students work with their teams to improve a sentence by correcting errors in grammar, spelling, and punctuation. They also add details to make a sentence more interesting or for clarity.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.A. Choose words and phrases to convey ideas precisely.*

L.4.3.B. Choose punctuation for effect.*

L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

The following units focus on elements of style including word choice, sensory details, and maintaining a formal tone.

- Unit 2: Writing a Description Paragraph

- Unit 3: Writing Directions
- Unit 4: Informing About a Real Event Through Sensory Details
- Unit 7: Informing About Similarities and Differences
- Unit 9: Clearly Stating a Purpose
- Unit 10: Using Persuasive Language
- Unit 11: Developing the Elements of a Story
- Unit 12: Developing Story Details
- Unit 13: Developing Story Elements to Create Suspense

The following assessments focus on elements of style along with organization and ideas.

- Writing Challenge—Descriptive Writing
- Writing Challenge—Informative Writing
- Writing Challenge—Persuasive Writing
- Writing Challenge—Narrative Writing

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

This is not a focus of Writing Wings (see Reading Wings alignment).

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

This is not a focus of Writing Wings (see Reading Wings alignment).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

This is not a focus of Writing Wings (see Reading Wings alignment).

Grade 5

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*

L.5.1.E. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Writing Wings units in grade 5 include language mechanics lessons with instruction, modeling, and student practice in the following areas of grammar and usage:

- Unit 2—Writing a Descriptive Paragraph

- Day 5: parts of speech—nouns and verbs
- Day 8: parts of speech—adjectives
- Unit 3—Writing Directions
 - Day 5: complete sentences
 - Day 8: use of vivid verbs
- Unit 4—Informing About a Real Event Through Sensory Details
 - Day 5: using adverbs to modify verbs
- Unit 5—Including All the Important Information
 - Day 5: verb tense
 - Day 8: changing the tense of irregular verbs
- Unit 6—Telling Main Ideas Supported by Facts
 - Day 5: fixing run-on sentences
 - Day 8: fixing choppy sentences by adding connecting words
- Unit 7—Informing About Similarities and Differences
 - Day 5: subject-verb agreement
 - Day 8: expanding sentences by adding descriptive words
- Unit 8—Clearly Stating a Purpose
 - Day 5: use of pronouns
- Unit 9—Using Persuasive Language
 - Day 5: combining sentences
 - Day 8: varying sentences
- Unit 10—Clearly Stating and Supporting a Position
 - Day 5: forming nouns using common endings
 - Day 8: use of personal pronouns
- Unit 11—Developing the Elements of a Story
 - Day 8: forming adjectives using common endings
- Unit 12—Developing Story Details
 - Day 5: subject-verb agreement
- Unit 13—Developing Story Elements to Create Suspense
 - Day 8: varying types of sentences: question, declarative, exclamatory

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.A. Use punctuation to separate items in a series.*

L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

Writing Wings units in grade 5 include language mechanics lessons with instruction, modeling, and student practice in the following areas of punctuation and spelling patterns:

- Unit 4—Informing About a Real Event Through Sensory Details
 - Day 8: apostrophes in contractions
- Unit 8—Clearly Stating a Purpose
 - Day 8: use of commas with subordinate clauses
- Unit 11—Developing the Elements of a Story
 - Day 5: use of apostrophes in possessives
- Unit 12—Developing Story Details
 - Day 8: use of apostrophes for plural possessives
- Unit 13—Developing Story Elements to Create Suspense
 - Day 5: punctuating quotations

Two-Minute Edit: A repeated activity in all Writing Wings units is the Two-Minute Edit. Students work with their teams to improve a sentence by correcting errors in grammar, spelling, and punctuation. They also add details to make a sentence more interesting or for clarity.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.B. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

The following units focus on elements of style including word choice, sensory details, and maintaining a formal tone.

- Unit 2: Writing a Description Paragraph
- Unit 3: Writing Directions
- Unit 4: Informing About a Real Event Through Sensory Details
- Unit 7: Informing About Similarities and Differences
- Unit 9: Clearly Stating a Purpose
- Unit 10: Using Persuasive Language
- Unit 11: Developing the Elements of a Story
- Unit 12: Developing Story Details
- Unit 13: Developing Story Elements to Create Suspense

The following assessments focus on elements of style along with organization and ideas.

- Writing Challenge—Descriptive Writing
- Writing Challenge—Informative Writing
- Writing Challenge—Persuasive Writing
- Writing Challenge—Narrative Writing

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

L.5.4.A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

This is not a focus of Writing Wings (see Reading Wings alignment).

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.A. Interpret figurative language, including similes and metaphors, in context.

L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

This is not a focus of Writing Wings (see Reading Wings alignment).

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

This is not a focus of Writing Wings (see Reading Wings alignment).