

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: Writing City

Subject: Language Arts

Grades: K, 1, 2, 3, 4, 5

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: **K** - Adopted: **2010**

CONTENT AREA	CO.K.1.	Oral Expression and Listening
STANDARD	K.1.1.	Oral communication skills are built within a language-rich environment. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.e.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b) <u>Writing City</u> • Unit 5: Day 06
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.1.1.g.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d) <u>Writing City</u> • 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
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.1.	Text types and purposes, labels, and familiar words are used to communicate information and ideas. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.a.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (CCSS: W.K.1) <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

<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>K.3.1.b.</p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)</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 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>K.3.1.c.</p>	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)</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
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>K.3.1.d.</p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06

		<ul style="list-style-type: none"> • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 10
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.1.e.	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
EVIDENCE OUTCOMES	K.3.2.a.i.	<p>Print many upper- and lowercase letters. (CCSS: L.K.1a)</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 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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	K.3.2.a.ii.	<p>Use frequently occurring nouns and verbs. (CCSS: L.K.1b)</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
EVIDENCE OUTCOMES	K.3.2.a.iii.	<p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)</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
EVIDENCE OUTCOMES	K.3.2.a.iv.	<p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 06 • Unit 3b: Day 07 • Unit 3b: Day 08 • 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
EVIDENCE OUTCOMES	K.3.2.a.v.	<p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)</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

		<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
EVIDENCE OUTCOMES	K.3.2.a.vi.	<p>Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)</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
EVIDENCE OUTCOMES	K.3.2.a.vii.	<p>Use proper spacing between 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 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

		<ul style="list-style-type: none"> • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06
EVIDENCE OUTCOMES	K.3.2.a.ix.	<p>Use appropriate pencil grip.</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 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
CONTENT AREA	CO.K.3.	Writing and Composition
STANDARD	K.3.2.	Appropriate mechanics and conventions are used to create simple texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
EVIDENCE OUTCOMES	K.3.2.b.i.	Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)

		<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
<p>EVIDENCE OUTCOMES</p>	<p>K.3.2.b.ii.</p>	<p>Recognize and name end punctuation. (CCSS: L.K.2b)</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 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 6: Day 06 • Unit 6: Day 10

<p>EVIDENCE OUTCOMES</p>	<p>K.3.2.b.iii.</p>	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</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 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
<p>EVIDENCE OUTCOMES</p>	<p>K.3.2.b.iv.</p>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</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

		<ul style="list-style-type: none"> • 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
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.a.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)
EVIDENCE OUTCOMES	K.4.2.a.iii.	<p>Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).</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 • Unit 6: Day 06 • Unit 6: Day 09
CONTENT AREA	CO.K.4.	Research and Reasoning
STANDARD	K.4.2.	Identify purpose, information and question an issue. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	K.4.2.b.	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)</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 • Unit 6: Day 06 • Unit 6: Day 09

Colorado Academic Standards (CAS)

Language Arts

Grade: 1 - Adopted: 2010

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.vii.	<p>Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)</p> <p><u>Writing City</u></p> <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

		<ul style="list-style-type: none"> • 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
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	<p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06
EVIDENCE OUTCOMES	1.2.4.b.iii.	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 1: Day 06
EVIDENCE OUTCOMES	1.2.4.b.iv.	<p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)</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
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.a.	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS: W.1.1)</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 • Unit 4: Day 11 • Unit 4: Day 12
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>1.3.1.b.</p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)</p> <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
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>1.3.1.c.</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS: W.1.3)</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

		<ul style="list-style-type: none"> • 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2b: Day 10 • Unit 2b: Day 11 • Unit 2b: Day 12 • Unit 2b: Day 13 • Unit 2b: Day 15 • Unit 3: Day 15 • Unit 3: Day 16 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 12 • Unit 5: Day 03 • Unit 5: Day 05 • Unit 5: Day 11 • 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.f.	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 10
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.i.	<p>Print all upper- and lowercase letters. (CCSS: L.1.1a)</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
EVIDENCE OUTCOMES	1.3.2.a.ii.	<p>Use common, proper, and possessive nouns. (CCSS: L.1.1b)</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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	1.3.2.a.iii.	<p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)</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
EVIDENCE OUTCOMES	1.3.2.a.iv.	<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)</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
EVIDENCE OUTCOMES	1.3.2.a.v.	<p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)</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 • Unit 6: Day 05 • Unit 6: Day 07 • Unit 6: Day 08
EVIDENCE OUTCOMES	1.3.2.a.vi.	<p>Use frequently occurring adjectives. (CCSS: L.1.1f)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 05 • Unit 4: Day 06

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	1.3.2.a.vii.	<p>Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)</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
EVIDENCE OUTCOMES	1.3.2.a.viii.	<p>Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 02 • Unit 6: Day 03
EVIDENCE OUTCOMES	1.3.2.a.ix.	<p>Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11
EVIDENCE OUTCOMES	1.3.2.a.x.	<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</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
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.ii.	<p>Capitalize dates and names of people. (CCSS: L.1.2a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2a: Day 03 • Unit 2a: Day 07 • Unit 2a: Day 08 • Unit 2a: Day 09 • Unit 2a: Day 10 • Unit 2a: Day 11 • Unit 2a: Day 14 • Unit 2b: Day 04 • Unit 2b: Day 05 • Unit 2b: Day 14 • Unit 3: Day 03 • Unit 3: Day 04 • Unit 3: Day 05

		<ul style="list-style-type: none"> • Unit 3: Day 06 • Unit 3: Day 07 • Unit 3: Day 08 • Unit 3: Day 09 • Unit 3: Day 13 • Unit 3: Day 14 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 6: Day 02
EVIDENCE OUTCOMES	1.3.2.b.iii.	<p>Use end punctuation for sentences. (CCSS: L.1.2b)</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 • Unit 5: Day 12 • Unit 6: Day 10
EVIDENCE OUTCOMES	1.3.2.b.iv.	<p>Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)</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
EVIDENCE OUTCOMES	1.3.2.b.v.	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	1.3.2.b.vi.	<p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</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

Colorado Academic Standards (CAS)

Language Arts

Grade: 2 - Adopted: 2010

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.e.	<p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 02 • Unit 3b: Day 03

		<ul style="list-style-type: none"> • Unit 6: Day 01 • Unit 6: Day 02
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.a.	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)</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 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)</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 • Unit 5: Day 11 • Unit 5: Day 12
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.e.	<p>Write with precise nouns, active verbs, and descriptive adjectives.</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

		<ul style="list-style-type: none"> • 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
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)</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 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
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	<p>Use collective nouns (e.g., group). (CCSS: L.2.1a)</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
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)

		<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
EVIDENCE OUTCOMES	2.3.3.a.iii.	<p>Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
EVIDENCE OUTCOMES	2.3.3.a.iv.	<p>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)</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
EVIDENCE OUTCOMES	2.3.3.a.v.	<p>Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)</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
EVIDENCE OUTCOMES	2.3.3.a.vii.	<p>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 05 • Unit 2: Day 04 • Unit 3a: Day 07

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	2.3.3.a.ix.	<p>Spell high-frequency words correctly</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
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.i.	<p>Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)</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
EVIDENCE OUTCOMES	2.3.3.b.ii.	<p>Use commas in greetings and closings of letters. (CCSS: L.2.2b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 13
EVIDENCE OUTCOMES	2.3.3.b.iii.	<p>Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)</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
EVIDENCE OUTCOMES	2.3.3.b.iv.	<p>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07

		<ul style="list-style-type: none"> • Unit 2: Day 08 • Unit 3b: Day 15 • Unit 5: Day 04 • Unit 5: Day 06
EVIDENCE OUTCOMES	2.3.3.b.v.	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)</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
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.c.	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 2: Day 05 • 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 3a: Day 13 • 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 3b: Day 10 • Unit 3b: Day 11 • Unit 3b: Day 12 • Unit 3b: Day 13 • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 4: Day 01 • Unit 4: Day 02 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 07 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11

		<ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13 • Unit 4: Day 15 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 11 • Unit 5: Day 12 • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.d.	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)</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
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	<p>Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)</p> <p><u>Writing City</u></p> <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

Colorado Academic Standards (CAS)

Language Arts

Grade: 3 - Adopted: 2010

CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.1.a.i.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)</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 20

		<ul style="list-style-type: none"> • Unit 2: Day 21 • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
EVIDENCE OUTCOMES	3.2.1.a.iii.	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20
EVIDENCE OUTCOMES	3.2.1.a.iv.	<p>Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
EVIDENCE OUTCOMES	3.2.1.a.v.	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 20 • Unit 2: Day 21
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.1.b.i.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 19 • Unit 5: Day 20
EVIDENCE OUTCOMES	3.2.1.b.iii.	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18
EVIDENCE OUTCOMES	3.2.1.b.iv.	<p>Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 18
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	3.2.1.c.ii.	<p>Summarize central ideas and important details from literary text</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 18 • Unit 5: Day 19 • Unit 5: Day 20

CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	3.2.1.d.i.	at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10) <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
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.2.a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) <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
EVIDENCE OUTCOMES	3.2.2.a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12
EVIDENCE OUTCOMES	3.2.2.b.ii.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16

		<ul style="list-style-type: none"> • Unit 3b: Day 17 • Unit 3b: Day 18
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	3.2.2.c.i.	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15 • Unit 3b: Day 16
EVIDENCE OUTCOMES	3.2.2.c.ii.	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 12
EVIDENCE OUTCOMES	3.2.2.c.iii.	<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 13
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	3.2.2.d.i.	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 12 • Unit 4: Day 13
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
EVIDENCE OUTCOMES	3.2.3.c.v.	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</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 • Unit 6: Day 14
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)

EVIDENCE OUTCOMES	3.2.3.d.iii.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (CCSS: L.3.5c) <u>Writing City</u> • Unit 3b: Day 05 • Unit 3b: Day 08
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.e.	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., After dinner that night we went looking for them). (CCSS: L.3.6) <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 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 12 • Unit 5: Day 05 • Unit 5: Day 07 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.1.	A writing process is used to plan, draft, and write a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.1.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)
EVIDENCE OUTCOMES	3.3.1.a.i.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a) <u>Writing City</u> • 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
EVIDENCE OUTCOMES	3.3.1.a.ii.	Provide reasons that support the opinion. (CCSS: W.3.1b) <u>Writing City</u> • Unit 3a: Day 01 • Unit 3a: Day 03

		<ul style="list-style-type: none"> • Unit 3a: Day 04 • 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 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • 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 14
EVIDENCE OUTCOMES	3.3.1.a.iii.	<p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)</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
EVIDENCE OUTCOMES	3.3.1.a.iv.	<p>Provide a concluding statement or section. (CCSS: W.3.1d)</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
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.1.	A writing process is used to plan, draft, and write a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.1.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
EVIDENCE OUTCOMES	3.3.1.b.i.	<p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • 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 12 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 03

		<ul style="list-style-type: none"> • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14
EVIDENCE OUTCOMES	3.3.1.b.ii.	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)</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
EVIDENCE OUTCOMES	3.3.1.b.iii.	<p>Use temporal words and phrases to signal event order. (CCSS: W.3c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • 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 12 • Unit 2: Day 14 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 07 • Unit 5: Day 08 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 5: Day 14
EVIDENCE OUTCOMES	3.3.1.b.iv.	<p>Provide a sense of closure. (CCSS: W.3.3d)</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
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.2.	A writing process is used to plan, draft, and write a variety of informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)

EVIDENCE OUTCOMES	3.3.2.a.i.	<p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)</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
EVIDENCE OUTCOMES	3.3.2.a.ii.	<p>State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 04 • 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 03 • Unit 3b: Day 04 • Unit 3b: Day 05 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • 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 14
EVIDENCE OUTCOMES	3.3.2.a.iii.	<p>Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01

		<ul style="list-style-type: none"> • 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 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 06 • Unit 3b: Day 07 • Unit 3b: Day 09 • Unit 3b: Day 10 • Unit 3b: Day 11 • 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 14
EVIDENCE OUTCOMES	3.3.2.a.iv.	<p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)</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
EVIDENCE OUTCOMES	3.3.2.a.v.	<p>Provide a concluding statement or section. (CCSS: W.3.2d)</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 • Unit 3b: Day 10 • Unit 3b: Day 11
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and

		<p>purpose. (CCSS: W.3.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 12 • Unit 2: Day 14 • 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 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 • 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 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 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
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>3.3.3.b.</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 08 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 13 • 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 • 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 03 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 08 • 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
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>3.3.3.c.</p>	<p>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. (CCSS: W.3.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 15

CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.d.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
EVIDENCE OUTCOMES	3.3.3.d.i.	<p>Choose words and phrases for effect. (CCSS: L.3.3a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 • 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
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
EVIDENCE OUTCOMES	3.3.3.e.i.	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 02 • 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
EVIDENCE OUTCOMES	3.3.3.e.ii.	<p>Form and use regular and irregular plural nouns. (CCSS: L.3.1b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
EVIDENCE OUTCOMES	3.3.3.e.iii.	<p>Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07

		<ul style="list-style-type: none"> • Unit 2: Day 01 • Unit 6: Day 09
EVIDENCE OUTCOMES	3.3.3.e.iv.	<p>Form and use regular and irregular verbs. (CCSS: L.3.1d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 05
EVIDENCE OUTCOMES	3.3.3.e.v.	<p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)</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
EVIDENCE OUTCOMES	3.3.3.e.vi.	<p>Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)</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
EVIDENCE OUTCOMES	3.3.3.e.vii.	<p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 05 • Unit 3b: Day 08
EVIDENCE OUTCOMES	3.3.3.e.viii.	<p>Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)</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
EVIDENCE OUTCOMES	3.3.3.e.ix.	<p>Produce simple, compound, and complex sentences. (CCSS: L.3.1i)</p> <p><u>Writing City</u></p> <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
EVIDENCE OUTCOMES	3.3.3.e.x.	<p>Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</p> <p><u>Writing City</u></p> <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

		<ul style="list-style-type: none"> • Unit 6: Day 11 • Unit 6: Day 14
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
EVIDENCE OUTCOMES	3.3.3.f.i.	<p>Capitalize appropriate words in titles. (CCSS: L.3.2a)</p> <p><u>Writing City</u></p> <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
EVIDENCE OUTCOMES	3.3.3.f.ii.	<p>Use commas in addresses. (CCSS: L.3.2b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 01
EVIDENCE OUTCOMES	3.3.3.f.iii.	<p>Use commas and quotation marks in dialogue. (CCSS: L.3.2c)</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 04 • Unit 5: Day 06 • Unit 5: Day 14 • Unit 5: Day 15 • Unit 5: Day 16 • Unit 5: Day 17
EVIDENCE OUTCOMES	3.3.3.f.iv.	<p>Form and use possessives. (CCSS: L.3.2d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 3a: Day 13 • Unit 3b: Day 12 • Unit 4: Day 11 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 17
EVIDENCE OUTCOMES	3.3.3.f.v.	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)</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 13 • Unit 3b: Day 12 • Unit 4: Day 11

EVIDENCE OUTCOMES	3.3.3.f.vi.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f) <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
EVIDENCE OUTCOMES	3.3.3.f.vii.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g) <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
CONTENT AREA	CO.3.4.	Research and Reasoning
STANDARD	3.4.1.	Researching a topic and sharing findings are often done with others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.a.	Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) <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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.b.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8) <u>Writing City</u> <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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.c.	Interpret and communicate the information learned by developing a brief summary with supporting details. <u>Writing City</u>

		<ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13 • 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.e.	<p>Present a brief report of the research findings to an audience.</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 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14

Colorado Academic Standards (CAS)

Language Arts

Grade: 4 - Adopted: 2010

CONTENT AREA	CO.4.1.	Oral Expression and Listening
STANDARD	4.1.1.	A clear communication plan is necessary to effectively deliver and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.1.1.b.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	4.2.1.a.i.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)</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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	4.2.1.a.ii.	<p>Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 5: Day 05
EVIDENCE OUTCOMES	4.2.1.a.iv.	<p>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). (CCSS: RL.4.3)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 5: Day 05
EVIDENCE OUTCOMES	4.2.1.a.v.	<p>Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15 • Unit 3b: Day 17 • Unit 5: Day 05
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	4.2.1.b.iii.	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	4.2.1.c.ii.	<p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 13

EVIDENCE OUTCOMES	4.2.1.c.iii.	Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. <u>Writing City</u> <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
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.1.	Comprehension and fluency matter when reading literary texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.1.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	4.2.1.d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10) <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
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	4.2.2.a.i.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1) <u>Writing City</u> <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
EVIDENCE OUTCOMES	4.2.2.a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2) <u>Writing City</u> <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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	4.2.2.a.iii.	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 04
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	4.2.2.b.i.	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 17
EVIDENCE OUTCOMES	4.2.2.b.ii.	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 18 • Unit 3b: Day 19
EVIDENCE OUTCOMES	4.2.2.b.iii.	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)</p> <p><u>Writing City</u></p> <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
EVIDENCE OUTCOMES	4.2.2.b.v.	<p>Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	4.2.2.c.i.	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)</p>

		<u>Writing City</u> • Unit 3b: Day 15
EVIDENCE OUTCOMES	4.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8) <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
EVIDENCE OUTCOMES	4.2.2.c.iii.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9) <u>Writing City</u> • 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
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.2.	Comprehension and fluency matter when reading informational and persuasive texts in a fluent way. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	4.2.2.d.i.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10) <u>Writing City</u> • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 04
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
EVIDENCE OUTCOMES	4.2.3.d.i.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a) <u>Writing City</u> • Unit 1: Day 06 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 3a: Day 09
EVIDENCE OUTCOMES	4.2.3.d.iii.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical

		meanings (synonyms). (CCSS: L.4.5c) <u>Writing City</u> • Unit 1: Day 06 • Unit 2: Day 03 • Unit 3a: Day 07
CONTENT AREA	CO.4.2.	Reading for All Purposes
STANDARD	4.2.3.	Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.2.3.e.	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). (CCSS: L.4.6) <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 04 • Unit 3a: Day 07 • Unit 3a: Day 09 • 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 3b: Day 17 • 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 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.1.	The recursive writing process is used to create a variety of literary genres for an intended audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.1.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
EVIDENCE OUTCOMES	4.3.1.a.iii.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c) <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
EVIDENCE OUTCOMES	4.3.1.a.iv.	<p>Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)</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
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.1.	The recursive writing process is used to create a variety of literary genres for an intended audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.1.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
EVIDENCE OUTCOMES	4.3.1.b.i.	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)</p> <p><u>Writing City</u></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
EVIDENCE OUTCOMES	4.3.1.b.iii.	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)</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 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 • Unit 5: Day 08 • Unit 5: Day 10
EVIDENCE OUTCOMES	4.3.1.b.iv.	<p>Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)</p> <p><u>Writing City</u></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

		<ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 10
EVIDENCE OUTCOMES	4.3.1.b.v.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)</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 04 • Unit 2: Day 08 • Unit 2: Day 09 • Unit 2: Day 10 • Unit 2: Day 12 • Unit 5: Day 01 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 5: Day 08 • Unit 5: Day 10
EVIDENCE OUTCOMES	4.3.1.b.vi.	<p>Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)</p> <p><u>Writing City</u></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
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.2.	Informational and persuasive texts use the recursive writing process. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
EVIDENCE OUTCOMES	4.3.2.a.i.	<p>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. (CCSS: W.4.2a)</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 02 • 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

		<ul style="list-style-type: none"> • 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
EVIDENCE OUTCOMES	4.3.2.a.v.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)</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
EVIDENCE OUTCOMES	4.3.2.a.vi.	<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)</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
EVIDENCE OUTCOMES	4.3.2.a.vii.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Unit 4: Day 07 • 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
EVIDENCE OUTCOMES	4.3.2.a.viii.	<p>Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)</p> <p><u>Writing City</u></p> <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
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.a.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 03 • Unit 2: Day 09 • Unit 2: Day 11 • Unit 2: Day 12 • Unit 2: Day 17 • Unit 2: Day 18 • Unit 2: Day 19 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3a: Day 02 • Unit 3a: Day 03 • Unit 3a: Day 04 • Unit 3b: Day 02 • 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 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 12 • Unit 4: Day 13 • Unit 4: Day 14 • Unit 5: Day 01 • Unit 5: Day 03

		<ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 08 • Unit 5: Day 10 • Unit 5: Day 12 • Unit 5: Day 13 • 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
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>4.3.3.b.</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)</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

		<ul style="list-style-type: none"> • 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.c.	<p>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. (CCSS: W.4.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 11 • Unit 6: Day 16
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.e.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
EVIDENCE OUTCOMES	4.3.3.e.i.	<p>Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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 04 • Unit 3a: Day 07 • Unit 3a: Day 09 • 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 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 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 12 • Unit 6: Day 13

EVIDENCE OUTCOMES	4.3.3.e.ii.	Choose punctuation for effect. (CCSS: L.4.3b) <u>Writing City</u> • Unit 1: Day 05
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
EVIDENCE OUTCOMES	4.3.3.f.i.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a) <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 06 • Unit 6: Day 08
EVIDENCE OUTCOMES	4.3.3.f.ii.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b) <u>Writing City</u> • Unit 1: Day 07 • Unit 3a: Day 06 • Unit 3b: Day 11 • Unit 3b: Day 13 • Unit 5: Day 02 • Unit 5: Day 03 • Unit 6: Day 08
EVIDENCE OUTCOMES	4.3.3.f.iii.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c) <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3b: Day 11 • Unit 4: Day 10 • Unit 5: Day 09
EVIDENCE OUTCOMES	4.3.3.f.iv.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d) <u>Writing City</u> • Unit 2: Day 04 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 08
EVIDENCE OUTCOMES	4.3.3.f.v.	Form and use prepositional phrases. (CCSS: L.4.1e) <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 09 • Unit 4: Day 09 • Unit 5: Day 07 • Unit 6: Day 08
EVIDENCE OUTCOMES	4.3.3.f.vii.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f) <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 10

		<ul style="list-style-type: none"> • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 5: Day 01 • Unit 5: Day 09
EVIDENCE OUTCOMES	4.3.3.f.viii.	<p>Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)</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 3a: Day 10 • Unit 3b: Day 10 • Unit 4: Day 10 • Unit 5: Day 09
CONTENT AREA	CO.4.3.	Writing and Composition
STANDARD	4.3.3.	Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.3.3.g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
EVIDENCE OUTCOMES	4.3.3.g.i.	<p>Use correct capitalization. (CCSS: L.4.2a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 10 • Unit 3a: Day 08 • Unit 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09 • Unit 6: Day 08
EVIDENCE OUTCOMES	4.3.3.g.ii.	<p>Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)</p> <p><u>Writing City</u></p> <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
EVIDENCE OUTCOMES	4.3.3.g.iii.	<p>Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)</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 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 06 • Unit 5: Day 09 • Unit 6: Day 08
EVIDENCE OUTCOMES	4.3.3.g.iv.	<p>Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)</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 3a: Day 10 • Unit 3b: Day 13 • Unit 4: Day 10 • Unit 5: Day 09
CONTENT AREA	CO.4.4.	Research and Reasoning
STANDARD	4.4.1.	Comprehending new information for research is a process undertaken with discipline both alone and within groups. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.1.b.	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. (CCSS: W.4.8)
EVIDENCE OUTCOMES	4.4.1.b.i.	<p>Identify relevant sources for locating information.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
EVIDENCE OUTCOMES	4.4.1.b.ii.	<p>Locate information using text features, (appendices, indices, glossaries, and table of content).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 15
EVIDENCE OUTCOMES	4.4.1.b.iii.	<p>Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources).</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3b: Day 16 • Unit 3b: Day 18 • Unit 3b: Day 19 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
CONTENT AREA	CO.4.4.	Research and Reasoning
STANDARD	4.4.1.	Comprehending new information for research is a process undertaken with discipline both alone and within groups. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
EVIDENCE OUTCOMES	4.4.1.c.i.	<p>Apply grade 4 Reading standards 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].”). (CCSS: W.4.9.a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 16 • Unit 2: Day 20 • Unit 2: Day 21 • Unit 3b: Day 15

		<ul style="list-style-type: none"> • Unit 3b: Day 17 • Unit 5: Day 05
EVIDENCE OUTCOMES	4.4.1.c.ii.	<p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • 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

Colorado Academic Standards (CAS)

Language Arts

Grade: 5 - Adopted: 2010

CONTENT AREA	CO.5.1.	Oral Expression and Listening
STANDARD	5.1.1.	Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.1.1.c.	<p>Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.b.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	5.2.1.b.i.	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)</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 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
EVIDENCE OUTCOMES	5.2.1.b.ii.	<p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
EVIDENCE OUTCOMES	5.2.1.b.iii.	<p>Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 21 • Unit 2: Day 22 • Unit 5: Day 10
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.c.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.1.c.i.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
EVIDENCE OUTCOMES	5.2.1.c.ii.	<p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 07
EVIDENCE OUTCOMES	5.2.1.c.v.	<p>Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.d.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	5.2.1.d.ii.	<p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
EVIDENCE OUTCOMES	5.2.1.d.iii.	<p>Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 04 • Unit 1: Day 08 • Unit 1: Day 09 • Unit 2: Day 03
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.1.	Literary texts are understood and interpreted using a range of strategies. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.1.e.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	5.2.1.e.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RL.5.10) <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 21 • Unit 2: Day 22
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1) <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
EVIDENCE OUTCOMES	5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) <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 • 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
CONTENT AREA	CO.5.2.	Reading for All Purposes

STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	5.2.2.b.ii.	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)</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
EVIDENCE OUTCOMES	5.2.2.b.iii.	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)</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
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	5.2.2.c.ii.	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)</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

		<ul style="list-style-type: none"> • Unit 6: Day 06 • Unit 6: Day 07 • Unit 6: Day 08
EVIDENCE OUTCOMES	5.2.2.c.iii.	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)</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
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.2.	Ideas found in a variety of informational texts need to be compared and understood. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	5.2.2.d.i.	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 04 • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.a.	<p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)</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
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.b.	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. (CCSS: L.5.4)
EVIDENCE OUTCOMES	5.2.3.b.ii.	<p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS: L.5.4b)</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
EVIDENCE OUTCOMES	5.2.3.b.iii.	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. (CCSS: L.5.3c)

		<u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 06 • Unit 3b: Day 01 • Unit 3b: Day 03
CONTENT AREA	CO.5.2.	Reading for All Purposes
STANDARD	5.2.3.	Knowledge of morphology and word relationships matters when reading. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.2.3.f.	Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change. <u>Writing City</u> <ul style="list-style-type: none"> • Unit 6: Day 05 • Unit 6: Day 06 • Unit 6: Day 07
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.1.	The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.1.a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
EVIDENCE OUTCOMES	5.3.1.a.i.	Create personal and fictional narratives with a strong personal voice. <u>Writing City</u> <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 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
EVIDENCE OUTCOMES	5.3.1.a.ii.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a) <u>Writing City</u> <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
EVIDENCE OUTCOMES	5.3.1.a.iii.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)

		<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 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
EVIDENCE OUTCOMES	5.3.1.a.iv.	<p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)</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
EVIDENCE OUTCOMES	5.3.1.a.v.	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</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 02 • Unit 2: Day 03 • 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 3a: Day 04 • Unit 3a: Day 06 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 5: Day 02 • Unit 5: Day 05 • Unit 5: Day 06
EVIDENCE OUTCOMES	5.3.1.a.vi.	<p>Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02

		<ul style="list-style-type: none"> • 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
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CONTENT AREA	CO.5.3.	Writing and Composition
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STANDARD	5.3.2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.2.a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)
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EVIDENCE OUTCOMES	5.3.2.a.ii.	<p>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. (CCSS: W.5.1a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 04 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15
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EVIDENCE OUTCOMES	5.3.2.a.iii.	<p>Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01
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EVIDENCE OUTCOMES	5.3.2.a.iv.	<p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 01 • Unit 4: Day 08 • Unit 4: Day 09
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EVIDENCE OUTCOMES	5.3.2.a.v.	<p>Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 4: Day 04 • Unit 4: Day 05 • Unit 4: Day 06 • Unit 4: Day 07 • Unit 4: Day 09 • Unit 4: Day 14 • Unit 4: Day 15
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CONTENT AREA	CO.5.3.	Writing and Composition
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STANDARD	5.3.2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes. Students can:
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
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EVIDENCE OUTCOMES	5.3.2.b.i.	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g.,</p>
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		<p>headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)</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
EVIDENCE OUTCOMES	5.3.2.b.ii.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</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
EVIDENCE OUTCOMES	5.3.2.b.iii.	<p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)</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
EVIDENCE OUTCOMES	5.3.2.b.iv.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)</p>

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 3a: Day 01 • Unit 3a: Day 03 • Unit 3a: Day 07 • Unit 3a: Day 08 • Unit 3a: Day 11 • Unit 3b: Day 03 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 6: Day 14
EVIDENCE OUTCOMES	5.3.2.b.v.	<p>Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)</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
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
EVIDENCE OUTCOMES	5.3.3.a.i.	<p>Use punctuation to separate items in a series. (CCSS: L.5.2a)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 5: Day 06 • Unit 6: Day 15
EVIDENCE OUTCOMES	5.3.3.a.ii.	<p>Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 2: Day 02 • Unit 2: Day 05 • Unit 3a: Day 09 • Unit 5: Day 04 • Unit 5: Day 06
EVIDENCE OUTCOMES	5.3.3.a.iii.	<p>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?). (CCSS: L.5.2c)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 5: Day 04 • Unit 5: Day 06
EVIDENCE OUTCOMES	5.3.3.a.iv.	<p>Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)</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

EVIDENCE OUTCOMES	5.3.3.a.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 1: Day 07 • Unit 2: Day 15 • Unit 3a: Day 12 • Unit 3b: Day 06 • Unit 3b: Day 10 • Unit 4: Day 11 • Unit 5: Day 04 • Unit 6: Day 15
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
EVIDENCE OUTCOMES	5.3.3.b.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) <u>Writing City</u> <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
EVIDENCE OUTCOMES	5.3.3.b.ii.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b) <u>Writing City</u> <ul style="list-style-type: none"> • Unit 2: Day 15 • Unit 3b: Day 06 • Unit 5: Day 04
EVIDENCE OUTCOMES	5.3.3.b.iii.	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) <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 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
EVIDENCE OUTCOMES	5.3.3.b.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) <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 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
EVIDENCE OUTCOMES	5.3.3.b.v.	<p>Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)</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
CONTENT AREA	CO.5.3.	Writing and Composition
STANDARD	5.3.3.	Conventions apply consistently when evaluating written texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.c.	<p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 02 • Unit 1: Day 04 • Unit 1: Day 05 • 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 14 • Unit 2: Day 15 • 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 09 • Unit 3a: Day 10 • Unit 3b: Day 01

		<ul style="list-style-type: none"> • Unit 3b: Day 04 • Unit 3b: Day 07 • Unit 3b: Day 08 • Unit 3b: Day 09 • Unit 3b: Day 11 • Unit 4: Day 01 • Unit 4: Day 04 • Unit 4: Day 08 • Unit 4: Day 09 • Unit 4: Day 10 • Unit 4: Day 11 • Unit 4: Day 12 • Unit 4: Day 14 • Unit 4: Day 15 • Unit 5: Day 02 • Unit 5: Day 04 • Unit 5: Day 05 • Unit 5: Day 06 • Unit 5: Day 07 • Unit 5: Day 09 • Unit 5: Day 12 • Unit 5: Day 13 • Unit 6: Day 05 • Unit 6: Day 08 • Unit 6: Day 12 • Unit 6: Day 13 • Unit 6: Day 14 • Unit 6: Day 15
<p>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>5.3.3.d.</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 1: Day 01 • Unit 1: Day 02 • Unit 2: Day 07 • Unit 2: Day 08 • Unit 2: Day 10 • 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 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

		<ul style="list-style-type: none"> • 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 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 • Unit 6: Day 15 • Unit 6: Day 16
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.3.3.e.	<p>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. (CCSS: W.5.6)</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> • Unit 6: Day 16
CONTENT AREA	CO.5.4.	Research and Reasoning
STANDARD	5.4.2.	Identifying and evaluating concepts and ideas have implications and consequences. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	5.4.2.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
EVIDENCE OUTCOMES	5.4.2.a.vii.	<p>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]”). (CCSS: W.5.9a)</p> <p><u>Writing City</u></p> <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 10

		<ul style="list-style-type: none"> • Unit 5: Day 12 • Unit 5: Day 13
EVIDENCE OUTCOMES	5.4.2.a.viii.	<p>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]”). (CCSS: W.5.9b)</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 01 • Unit 5: Day 12 • Unit 5: Day 13 • 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 12 • Unit 6: Day 13