

**Main Criteria:** Texas Essential Knowledge and Skills (TEKS)

**Secondary Criteria:** Writing City

**Subject:** Language Arts

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

**Correlation Options:** Show Correlated

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade: K - Adopted: 2017

TEKS	TX.110.2.	English Language Arts and Reading, Kindergarten, Adopted 2017
STUDENT EXPECTATION	K.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	K.2.C.	Demonstrate and apply spelling knowledge by:
INDICATOR	K.2.C.ii.	Spelling words using sound-spelling patterns.  <u>Writing City</u> <ul style="list-style-type: none"><li>• Unit 3a: Day 01</li><li>• Unit 3a: Day 02</li><li>• Unit 3a: Day 03</li><li>• Unit 3a: Day 04</li><li>• Unit 3a: Day 05</li><li>• Unit 3a: Day 06</li><li>• Unit 3a: Day 07</li><li>• Unit 3a: Day 08</li><li>• Unit 3a: Day 09</li><li>• Unit 3a: Day 10</li><li>• Unit 3b: Day 03</li><li>• Unit 3b: Day 04</li><li>• Unit 3b: Day 05</li><li>• Unit 3b: Day 06</li><li>• Unit 3b: Day 07</li><li>• Unit 3b: Day 08</li><li>• Unit 3b: Day 09</li><li>• Unit 5: Day 01</li><li>• Unit 5: Day 02</li><li>• Unit 5: Day 04</li><li>• Unit 6: Day 10</li></ul>
INDICATOR	K.2.C.iii.	Spelling high-frequency words from a research-based list.  <u>Writing City</u> <ul style="list-style-type: none"><li>• Unit 3a: Day 01</li><li>• Unit 3a: Day 02</li><li>• Unit 3a: Day 03</li><li>• Unit 3a: Day 04</li><li>• Unit 3a: Day 05</li><li>• Unit 3a: Day 06</li><li>• Unit 3a: Day 07</li><li>• Unit 3a: Day 08</li><li>• Unit 3a: Day 09</li><li>• Unit 3a: Day 10</li><li>• Unit 3b: Day 03</li><li>• Unit 3b: Day 04</li><li>• Unit 3b: Day 05</li><li>• Unit 3b: Day 06</li><li>• Unit 3b: Day 07</li><li>• Unit 3b: Day 08</li><li>• Unit 3b: Day 09</li></ul>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 04</li> <li>• Unit 6: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2.E.</b>	<p>Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 03</li> <li>• Unit 1: Day 04</li> <li>• Unit 1: Day 05</li> <li>• Unit 1: Day 06</li> <li>• Unit 2a: Day 01</li> <li>• Unit 2a: Day 02</li> <li>• Unit 2a: Day 03</li> <li>• Unit 2a: Day 04</li> <li>• Unit 2a: Day 05</li> <li>• Unit 2a: Day 06</li> <li>• Unit 2a: Day 07</li> <li>• Unit 2a: Day 08</li> <li>• Unit 2a: Day 09</li> <li>• Unit 2a: Day 10</li> <li>• Unit 2b: Day 01</li> <li>• Unit 2b: Day 02</li> <li>• Unit 2b: Day 03</li> <li>• Unit 2b: Day 04</li> <li>• Unit 2b: Day 05</li> <li>• Unit 2b: Day 06</li> <li>• Unit 2b: Day 07</li> <li>• Unit 2b: Day 08</li> <li>• Unit 2b: Day 09</li> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>K.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.3.C.</b>	<p>Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 5: Day 05</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.6.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.6.B.</b>	<p>Provide an oral, pictorial, or written response to a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.10.C.</b>	<p>Revise drafts by adding details in pictures or words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 07</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.10.D.</b>	<b>Edit drafts with adult assistance using standard English conventions, including:</b>
<b>INDICATOR</b>	<b>K.10.D.ii.</b>	<p>Verbs.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 5: Day 05</li> </ul>
<b>INDICATOR</b>	<b>K.10.D.iii.</b>	<p>Singular and plural nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 5: Day 05</li> </ul>
<b>INDICATOR</b>	<b>K.10.D.v.</b>	<p>Prepositions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> </ul>
INDICATOR	K.10.D.vii.	<p>Capitalization of the first letter in a sentence and name.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.10.E.</b>	<p>Share writing.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>K.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.11.B.</b>	<p>Dictate or compose informational texts.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.2.</b>	<b>English Language Arts and Reading, Kindergarten, Adopted 2017</b>

<b>STUDENT EXPECTATION</b>	<b>K.12.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.12.B.</b>	<b>Develop and follow a research plan with adult assistance.</b>  <b>Writing City</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 09</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.12.C.</b>	<b>Gather information from a variety of sources with adult assistance.</b>  <b>Writing City</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 09</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.12.D.</b>	<b>Demonstrate understanding of information gathered with adult assistance.</b>  <b>Writing City</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 09</li> </ul>

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade: 1 - Adopted: 2017

<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2.C.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
<b>INDICATOR</b>	<b>1.2.C.iv.</b>	<b>Spelling high-frequency words from a research-based list.</b>  <b>Writing City</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 03</li> <li>• Unit 1: Day 04</li> <li>• Unit 1: Day 05</li> <li>• Unit 1: Day 06</li> <li>• Unit 2a: Day 03</li> <li>• Unit 2a: Day 04</li> <li>• Unit 2a: Day 05</li> <li>• Unit 2a: Day 06</li> <li>• Unit 2a: Day 07</li> <li>• Unit 2a: Day 08</li> <li>• Unit 2a: Day 12</li> <li>• Unit 2a: Day 13</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 2a: Day 14</li> <li>• Unit 2b: Day 03</li> <li>• Unit 2b: Day 04</li> <li>• Unit 2b: Day 05</li> <li>• Unit 2b: Day 06</li> <li>• Unit 2b: Day 07</li> <li>• Unit 2b: Day 14</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 08</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 12</li> <li>• Unit 6: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2.F.</b>	<p>Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> <li>• Unit 2a: Day 02</li> <li>• Unit 2a: Day 03</li> <li>• Unit 2a: Day 04</li> <li>• Unit 2a: Day 05</li> </ul>
<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>1.11.C.</b>	<p>Revise drafts by adding details in pictures or words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 10</li> <li>• Unit 2b: Day 11</li> <li>• Unit 2b: Day 12</li> <li>• Unit 2b: Day 13</li> <li>• Unit 2b: Day 15</li> <li>• Unit 3: Day 15</li> <li>• Unit 3: Day 16</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 12</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 11</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>1.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
<b>INDICATOR</b>	<b>1.11.D.ii.</b>	<p>Past and present verb tense.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 08</li> <li>• Unit 3: Day 11</li> </ul>

INDICATOR	1.11.D.iii.	<p>Singular, plural, common, and proper nouns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> <li>• Unit 2b: Day 07</li> <li>• Unit 2b: Day 08</li> <li>• Unit 2b: Day 09</li> <li>• Unit 2b: Day 11</li> <li>• Unit 2b: Day 12</li> <li>• Unit 2b: Day 13</li> <li>• Unit 2b: Day 14</li> <li>• Unit 3: Day 03</li> <li>• Unit 3: Day 04</li> <li>• Unit 3: Day 05</li> <li>• Unit 3: Day 06</li> <li>• Unit 3: Day 11</li> <li>• Unit 3: Day 12</li> <li>• Unit 3: Day 13</li> <li>• Unit 3: Day 14</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> </ul>
INDICATOR	1.11.D.iv.	<p>Adjectives, including articles.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
INDICATOR	1.11.D.vi.	<p>Prepositions.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> </ul>
INDICATOR	1.11.D.vii.	<p>Pronouns, including subjective, objective, and possessive cases.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3: Day 07</li> <li>• Unit 3: Day 08</li> <li>• Unit 3: Day 10</li> <li>• Unit 3: Day 11</li> <li>• Unit 3: Day 12</li> <li>• Unit 3: Day 13</li> <li>• Unit 3: Day 14</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 11</li> </ul>
INDICATOR	1.11.D.ix.	<p>Punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>



		<u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> <li>• Unit 2a: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	1.11.E.	Publish and share writing.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.3.</b>	<b>English Language Arts and Reading, Grade 1, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>1.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	1.12.A.	Dictate or compose literary texts, including personal narratives and poetry.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> <li>• Unit 2a: Day 02</li> <li>• Unit 2a: Day 03</li> <li>• Unit 2a: Day 04</li> <li>• Unit 2a: Day 05</li> <li>• Unit 2a: Day 06</li> <li>• Unit 2a: Day 07</li> <li>• Unit 2a: Day 08</li> <li>• Unit 2a: Day 09</li> <li>• Unit 2a: Day 10</li> <li>• Unit 2a: Day 11</li> <li>• Unit 2a: Day 12</li> <li>• Unit 2a: Day 13</li> <li>• Unit 2a: Day 14</li> <li>• Unit 2b: Day 01</li> <li>• Unit 2b: Day 02</li> <li>• Unit 2b: Day 03</li> <li>• Unit 2b: Day 04</li> <li>• Unit 2b: Day 05</li> <li>• Unit 2b: Day 06</li> <li>• Unit 2b: Day 07</li> <li>• Unit 2b: Day 08</li> <li>• Unit 2b: Day 09</li> <li>• Unit 2b: Day 10</li> <li>• Unit 2b: Day 11</li> <li>• Unit 2b: Day 12</li> <li>• Unit 2b: Day 13</li> <li>• Unit 2b: Day 14</li> <li>• Unit 2b: Day 15</li> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 10</li> </ul>

GRADE LEVEL EXPECTATION	1.12.B.	Dictate or compose informational texts, including procedural texts.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> <li>• Unit 1: Day 06</li> <li>• Unit 3: Day 01</li> <li>• Unit 3: Day 02</li> <li>• Unit 3: Day 04</li> <li>• Unit 3: Day 05</li> <li>• Unit 3: Day 06</li> <li>• Unit 3: Day 07</li> <li>• Unit 3: Day 08</li> <li>• Unit 3: Day 09</li> <li>• Unit 3: Day 10</li> <li>• Unit 3: Day 11</li> <li>• Unit 3: Day 12</li> <li>• Unit 3: Day 13</li> <li>• Unit 3: Day 14</li> </ul>
TEKS	TX.110.3.	English Language Arts and Reading, Grade 1, Adopted 2017
STUDENT EXPECTATION	1.13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	1.13.B.	Develop and follow a research plan with adult assistance.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
GRADE LEVEL EXPECTATION	1.13.D.	Demonstrate understanding of information gathered with adult assistance.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade: 2 - Adopted: 2017

TEKS	TX.110.4.	English Language Arts and Reading, Grade 2, Adopted 2017
STUDENT EXPECTATION	2.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	2.2.C.	Demonstrate and apply spelling knowledge by:
INDICATOR	2.2.C.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.  <u>Writing City</u>

		<ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 08</li> <li>• Unit 3b: Day 15</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 06</li> </ul>
<b>TEKS</b>	<b>TX.110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>2.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>2.2.D.</b>	<p>Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> </ul>
<b>TEKS</b>	<b>TX.110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>2.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>2.3.A.</b>	<p>Use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> </ul>
<b>TEKS</b>	<b>TX.110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>2.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>2.11.B.</b>	<b>Develop drafts into a focused piece of writing by:</b>
<b>INDICATOR</b>	<b>2.11.B.ii.</b>	<p>Developing an idea with specific and relevant details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 09</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.4.</b>	<b>English Language Arts and Reading, Grade 2, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>2.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>2.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
<b>INDICATOR</b>	<b>2.11.D.iv.</b>	<p>Adjectives, including articles.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> <li>• Unit 2: Day 07</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 12</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 10</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> </ul>
<b>INDICATOR</b>	<b>2.11.D.v.</b>	<p>Adverbs that convey time and adverbs that convey place.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> <li>• Unit 2: Day 07</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 12</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 10</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> </ul>
<b>INDICATOR</b>	<b>2.11.D.ix.</b>	<p>Capitalization of months, days of the week, and the salutation and conclusion of a letter.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> </ul>

INDICATOR	2.11.D.x.	End punctuation, apostrophes in contractions, and commas with items in a series and in dates.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 12</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 10</li> </ul>
TEKS	TX.110.4.	English Language Arts and Reading, Grade 2, Adopted 2017
STUDENT EXPECTATION	2.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	2.11.E.	Publish and share writing.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
TEKS	TX.110.4.	English Language Arts and Reading, Grade 2, Adopted 2017
STUDENT EXPECTATION	2.12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	2.12.A.	Compose literary texts, including personal narratives and poetry.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 03</li> <li>• Unit 1: Day 04</li> <li>• Unit 1: Day 06</li> <li>• Unit 2: Day 01</li> <li>• Unit 2: Day 02</li> <li>• Unit 2: Day 03</li> <li>• Unit 2: Day 05</li> <li>• Unit 2: Day 06</li> <li>• Unit 2: Day 07</li> <li>• Unit 2: Day 08</li> <li>• Unit 2: Day 09</li> <li>• Unit 2: Day 11</li> <li>• Unit 2: Day 12</li> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 10</li> <li>• Unit 5: Day 11</li> <li>• Unit 5: Day 12</li> </ul>

TEKS	TX.110.4.	English Language Arts and Reading, Grade 2, Adopted 2017
STUDENT EXPECTATION	2.13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	2.13.C.	Identify and gather relevant sources and information to answer the questions.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 09</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
GRADE LEVEL EXPECTATION	2.13.E.	Demonstrate understanding of information gathered.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 09</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>

**Texas Essential Knowledge and Skills (TEKS)**  
**Language Arts**

Grade: 3 - Adopted: 2017

TEKS	TX.110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	3.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	3.2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	3.2.B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 15</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 13</li> <li>• Unit 3b: Day 12</li> <li>• Unit 4: Day 11</li> </ul>

<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.3.A.</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 14</li> </ul>
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.6.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.6.B.</b>	Generate questions about text before, during, and after reading to deepen understanding and gain information.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 18</li> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.6.E.</b>	Make connections to personal experiences, ideas in other texts, and society.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.6.F.</b>	Make inferences and use evidence to support understanding.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.6.G.</b>	Evaluate details read to determine key ideas.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 18</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.6.I.</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

		<p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 18</li> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> </ul>
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.7.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.7.B.</b>	<p>Write a response to a literary or informational text that demonstrates an understanding of a text.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.7.C.</b>	<p>Use text evidence to support an appropriate response.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.7.D.</b>	<p>Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> </ul>
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.8.B.</b>	<p>Explain the relationships among the major and minor characters.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> </ul>
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.9.A.</b>	<p>Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales,</p>



		legends, and myths. <u>Writing City</u> • Unit 5: Day 18
GRADE LEVEL EXPECTATION	3.9.C.	Discuss elements of drama such as characters, dialogue, setting, and acts. <u>Writing City</u> • Unit 2: Day 20 • Unit 2: Day 21
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
STUDENT EXPECTATION	3.9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	3.9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	3.9.D.i.	The central idea with supporting evidence. <u>Writing City</u> • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18 • Unit 4: Day 12 • Unit 4: Day 13
INDICATOR	3.9.D.ii.	Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding. <u>Writing City</u> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
INDICATOR	3.9.D.iii.	Organizational patterns such as cause and effect and problem and solution. <u>Writing City</u> • Unit 4: Day 12
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
STUDENT EXPECTATION	3.10.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	3.10.C.	Explain the author's use of print and graphic features to achieve specific purposes. <u>Writing City</u> • Unit 3b: Day 14 • Unit 3b: Day 15 • Unit 3b: Day 16 • Unit 3b: Day 17 • Unit 3b: Day 18
GRADE LEVEL EXPECTATION	3.10.D.	Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

		<u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> </ul>
GRADE LEVEL EXPECTATION	3.10.E.	Identify the use of literary devices, including first- or third-person point of view.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul>
TEKS	TX.110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	3.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	3.11.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 08</li> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3a: Day 13</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 09</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 10</li> <li>• Unit 5: Day 11</li> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> <li>• Unit 6: Day 14</li> </ul>
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
<b>INDICATOR</b>	<b>3.11.B.i.</b>	<p>Organizing with purposeful structure, including an introduction and a conclusion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> <li>• Unit 2: Day 08</li> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3a: Day 13</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 08</li> <li>• Unit 5: Day 14</li> </ul>
<b>INDICATOR</b>	<b>3.11.B.ii.</b>	<p>Developing an engaging idea with relevant details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3a: Day 13</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 09</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 14</li> </ul>

<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
<b>INDICATOR</b>	<b>3.11.D.i.</b>	Complete simple and compound sentences with subject-verb agreement.  <u>Writing City</u> • Unit 1: Day 07 • Unit 2: Day 14 • Unit 3a: Day 09
<b>INDICATOR</b>	<b>3.11.D.iii.</b>	Singular, plural, common, and proper nouns.  <u>Writing City</u> • Unit 2: Day 01 • Unit 6: Day 06 • Unit 6: Day 09 • Unit 6: Day 10 • Unit 6: Day 11 • Unit 6: Day 14
<b>INDICATOR</b>	<b>3.11.D.iv.</b>	Adjectives, including their comparative and superlative forms.  <u>Writing City</u> • Unit 3b: Day 05 • Unit 3b: Day 08
<b>INDICATOR</b>	<b>3.11.D.v.</b>	Adverbs that convey time and adverbs that convey manner.  <u>Writing City</u> • Unit 2: Day 02
<b>INDICATOR</b>	<b>3.11.D.vii.</b>	Pronouns, including subjective, objective, and possessive cases.  <u>Writing City</u> • Unit 1: Day 06 • Unit 2: Day 01 • Unit 2: Day 14 • Unit 3b: Day 05 • Unit 4: Day 03 • Unit 4: Day 04 • Unit 4: Day 05 • Unit 5: Day 14 • Unit 5: Day 16 • Unit 5: Day 17
<b>INDICATOR</b>	<b>3.11.D.viii.</b>	Coordinating conjunctions to form compound subjects, predicates, and sentences.  <u>Writing City</u> • 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
<b>TEKS</b>	<b>TX.110.5.</b>	<b>English Language Arts and Reading, Grade 3, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>3.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing</b>

		process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	3.11.E.	<p>Publish written work for appropriate audiences.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 10</li> <li>• Unit 5: Day 11</li> <li>• Unit 5: Day 19</li> <li>• Unit 5: Day 20</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> <li>• Unit 6: Day 14</li> </ul>
TEKS	TX.110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	3.12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	3.12.A.	<p>Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 03</li> <li>• Unit 2: Day 04</li> <li>• Unit 2: Day 05</li> <li>• Unit 2: Day 06</li> <li>• Unit 2: Day 07</li> <li>• Unit 2: Day 08</li> <li>• Unit 2: Day 09</li> <li>• Unit 2: Day 10</li> <li>• Unit 2: Day 12</li> <li>• Unit 2: Day 14</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 08</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 5: Day 14</li> </ul>
TEKS	TX.110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

<b>STUDENT EXPECTATION</b>	<b>3.13.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.13.C.</b>	Identify and gather relevant information from a variety of sources.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 14</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.13.E.</b>	Demonstrate understanding of information gathered.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 14</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.13.H.</b>	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> <li>• Unit 6: Day 14</li> </ul>

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade: 4 - Adopted: 2017

<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.2.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.B.</b>	<b>Demonstrate and apply spelling knowledge by:</b>
<b>INDICATOR</b>	<b>4.2.B.ii.</b>	Spelling homophones.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 13</li> <li>• Unit 4: Day 10</li> <li>• Unit 5: Day 09</li> </ul>
INDICATOR	4.2.B.iii.	<p>Spelling multisyllabic words with multiple sound-spelling patterns.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 13</li> <li>• Unit 4: Day 10</li> <li>• Unit 5: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.3.</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	4.3.B.	<p>Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 10</li> <li>• Unit 4: Day 10</li> <li>• Unit 5: Day 09</li> </ul>
GRADE LEVEL EXPECTATION	4.3.D.	<p>Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 10</li> <li>• Unit 4: Day 10</li> <li>• Unit 5: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.6.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	4.6.E.	<p>Make connections to personal experiences, ideas in other texts, and society.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul>
GRADE LEVEL EXPECTATION	4.6.F.	<p>Make inferences and use evidence to support understanding.</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
GRADE LEVEL EXPECTATION	4.6.G.	<p>Evaluate details read to determine key ideas.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.7.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	4.7.B.	<p>Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul>
GRADE LEVEL EXPECTATION	4.7.C.	<p>Use text evidence to support an appropriate response.</p> <p><u>Writing City</u></p>



		<ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
GRADE LEVEL EXPECTATION	4.7.D.	<p>Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul>
GRADE LEVEL EXPECTATION	4.7.F.	<p>Respond using newly acquired vocabulary as appropriate.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 3b: Day 12</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	4.8.B.	<p>Explain the interactions of the characters and the changes they undergo.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 5: Day 05</li> </ul>

GRADE LEVEL EXPECTATION	4.8.D.	<p>Explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 5: Day 05</li> </ul>
TEKS	TX.110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	4.9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	4.9.B.	<p>Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>• Unit 1: Day 08</li> <li>• Unit 1: Day 09</li> <li>• Unit 3a: Day 09</li> </ul>
TEKS	TX.110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	4.9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	4.9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	4.9.D.i.	<p>The central idea with supporting evidence.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 12</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
INDICATOR	4.9.D.iii.	<p>Organizational patterns such as compare and contrast.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> </ul>
TEKS	TX.110.6.	English Language Arts and Reading, Grade 4, Adopted 2017
STUDENT EXPECTATION	4.9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	4.9.E.	Recognize characteristics and structures of argumentative text by:

INDICATOR	4.9.E.ii.	Explaining how the author has used facts for an argument.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 17</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 12</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.10.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.10.B.</b>	Explain how the use of text structure contributes to the author's purpose.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.10.C.</b>	Analyze the author's use of print and graphic features to achieve specific purposes.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.10.D.</b>	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>• Unit 1: Day 08</li> <li>• Unit 1: Day 09</li> <li>• Unit 3a: Day 09</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.11.A.</b>	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>• Unit 1: Day 02</li> <li>• Unit 2: Day 11</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 3a: Day 02</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 3b: Day 12</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 08</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
<b>INDICATOR</b>	<b>4.11.B.i.</b>	<p>Organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> <li>• Unit 2: Day 05</li> <li>• Unit 2: Day 08</li> <li>• Unit 2: Day 10</li> <li>• Unit 2: Day 12</li> <li>• Unit 3a: Day 01</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 3b: Day 12</li> <li>• Unit 5: Day 06</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> </ul>
<b>INDICATOR</b>	<b>4.11.B.ii.</b>	<p>Developing an engaging idea with relevant details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3b: Day 03</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 06</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 3b: Day 12</li> <li>• Unit 6: Day 01</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 10</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.11.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
<b>INDICATOR</b>	<b>4.11.D.iv.</b>	<b>Adjectives, including their comparative and superlative forms.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 08</li> </ul>
<b>INDICATOR</b>	<b>4.11.D.vi.</b>	<b>Prepositions and prepositional phrases.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> <li>• Unit 2: Day 10</li> <li>• Unit 3a: Day 09</li> <li>• Unit 4: Day 09</li> <li>• Unit 5: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.11.E.</b>	<b>Publish written work for appropriate audiences.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>• Unit 2: Day 11</li> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 12</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 08</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.12.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.12.A.</b>	<p>Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 03</li> <li>• Unit 2: Day 09</li> <li>• Unit 2: Day 12</li> <li>• Unit 5: Day 01</li> <li>• Unit 5: Day 03</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 10</li> </ul>
<b>TEKS</b>	<b>TX.110.6.</b>	<b>English Language Arts and Reading, Grade 4, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>4.13.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.13.C.</b>	<p>Identify and gather relevant information from a variety of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.13.E.</b>	<p>Demonstrate understanding of information gathered.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 3b: Day 18</li> <li>• Unit 3b: Day 19</li> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.13.H.</b>	<p>Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>

Texas Essential Knowledge and Skills (TEKS)  
Language Arts

Grade: 5 - Adopted: 2017

TEKS	TX.110.7.	English Language Arts and Reading, Grade 5, Adopted 2017
STUDENT EXPECTATION	5.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	5.3.A.	Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 03</li> </ul>
GRADE LEVEL EXPECTATION	5.3.C.	Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
TEKS	TX.110.7.	English Language Arts and Reading, Grade 5, Adopted 2017
STUDENT EXPECTATION	5.6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	5.6.E.	Make connections to personal experiences, ideas in other texts, and society.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
GRADE LEVEL EXPECTATION	5.6.F.	Make inferences and use evidence to support understanding.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.6.G.</b>	<p>Evaluate details read to determine key ideas.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.7.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.7.B.</b>	<p>Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 13</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.7.C.</b>	<p>Use text evidence to support an appropriate response.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> </ul>



		<ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.8.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.8.A.</b>	<b>Infer multiple themes within a text using text evidence.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.9.B.</b>	<b>Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> <li>• Unit 1: Day 08</li> <li>• Unit 1: Day 09</li> <li>• Unit 2: Day 03</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.9.D.</b>	<b>Recognize characteristics and structures of informational text, including:</b>
<b>INDICATOR</b>	<b>5.9.D.i.</b>	<b>The central idea with supporting evidence.</b>  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.9.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.9.E.</b>	<b>Recognize characteristics and structures of argumentative text by:</b>
<b>INDICATOR</b>	<b>5.9.E.ii.</b>	<p>Explaining how the author has used facts for or against an argument.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> <li>• Unit 3b: Day 14</li> <li>• Unit 3b: Day 15</li> <li>• Unit 3b: Day 16</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 13</li> <li>• Unit 4: Day 14</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.10.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.10.D.</b>	<p>Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p><u>Writing City</u></p>

		<ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> <li>• Unit 1: Day 08</li> <li>• Unit 1: Day 09</li> <li>• Unit 2: Day 03</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.11.A.</b>	<p>Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>• Unit 1: Day 02</li> <li>• Unit 2: Day 07</li> <li>• Unit 2: Day 08</li> <li>• Unit 2: Day 10</li> <li>• Unit 2: Day 11</li> <li>• Unit 2: Day 14</li> <li>• Unit 2: Day 15</li> <li>• Unit 2: Day 20</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3a: Day 13</li> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 05</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 3b: Day 09</li> <li>• Unit 3b: Day 10</li> <li>• Unit 3b: Day 11</li> <li>• Unit 4: Day 02</li> <li>• Unit 4: Day 03</li> <li>• Unit 4: Day 04</li> <li>• Unit 4: Day 05</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 07</li> <li>• Unit 4: Day 08</li> <li>• Unit 4: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 5: Day 04</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> <li>• Unit 5: Day 07</li> <li>• Unit 5: Day 08</li> <li>• Unit 5: Day 09</li> <li>• Unit 5: Day 10</li> <li>• Unit 5: Day 11</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> <li>• Unit 6: Day 03</li> <li>• Unit 6: Day 04</li> <li>• Unit 6: Day 05</li> <li>• Unit 6: Day 06</li> <li>• Unit 6: Day 07</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> <li>• Unit 6: Day 14</li> <li>• Unit 6: Day 15</li> <li>• Unit 6: Day 16</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.11.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>
<b>INDICATOR</b>	<b>5.11.B.i.</b>	<p>Organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> <li>• Unit 2: Day 05</li> <li>• Unit 2: Day 12</li> <li>• Unit 3a: Day 03</li> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 5: Day 08</li> </ul>
<b>INDICATOR</b>	<b>5.11.B.ii.</b>	<p>Developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p><u>Writing City</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>• Unit 3a: Day 05</li> <li>• Unit 3a: Day 06</li> <li>• Unit 3a: Day 07</li> <li>• Unit 3a: Day 08</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3b: Day 01</li> <li>• Unit 3b: Day 02</li> <li>• Unit 3b: Day 03</li> <li>• Unit 3b: Day 04</li> <li>• Unit 3b: Day 07</li> <li>• Unit 3b: Day 08</li> <li>• Unit 4: Day 05</li> <li>• Unit 6: Day 08</li> <li>• Unit 6: Day 09</li> <li>• Unit 6: Day 11</li> <li>• Unit 6: Day 12</li> <li>• Unit 6: Day 13</li> </ul>
<b>TEKS</b>	<b>TX.110.7.</b>	<b>English Language Arts and Reading, Grade 5, Adopted 2017</b>
<b>STUDENT EXPECTATION</b>	<b>5.11.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	5.11.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> <li>• Unit 2: Day 14</li> <li>• Unit 2: Day 15</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 10</li> <li>• Unit 3b: Day 09</li> <li>• Unit 4: Day 10</li> <li>• Unit 4: Day 11</li> <li>• Unit 4: Day 12</li> <li>• Unit 5: Day 07</li> <li>• Unit 6: Day 05</li> </ul>
TEKS	TX.110.7.	English Language Arts and Reading, Grade 5, Adopted 2017
STUDENT EXPECTATION	5.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	5.11.D.	Edit drafts using standard English conventions, including:
INDICATOR	5.11.D.vi.	Prepositions and prepositional phrases and their influence on subject-verb agreement.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> <li>• Unit 2: Day 01</li> <li>• Unit 2: Day 02</li> <li>• Unit 2: Day 03</li> <li>• Unit 2: Day 09</li> <li>• Unit 2: Day 15</li> <li>• Unit 3a: Day 09</li> <li>• Unit 3a: Day 11</li> <li>• Unit 3a: Day 12</li> <li>• Unit 3b: Day 06</li> <li>• Unit 4: Day 06</li> <li>• Unit 4: Day 11</li> <li>• Unit 5: Day 04</li> <li>• Unit 6: Day 15</li> </ul>
TEKS	TX.110.7.	English Language Arts and Reading, Grade 5, Adopted 2017
STUDENT EXPECTATION	5.12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	5.12.A.	Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.  <u>Writing City</u> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>• Unit 1: Day 04</li> <li>• Unit 2: Day 01</li> <li>• Unit 2: Day 02</li> <li>• Unit 2: Day 06</li> <li>• Unit 2: Day 09</li> <li>• Unit 2: Day 10</li> <li>• Unit 2: Day 11</li> <li>• Unit 2: Day 12</li> <li>• Unit 5: Day 02</li> <li>• Unit 5: Day 05</li> <li>• Unit 5: Day 06</li> </ul>

GRADE LEVEL EXPECTATION	5.12.C.	Compose argumentative texts, including opinion essays, using genre characteristics and craft.  <u>Writing City</u> • Unit 4: Day 01
TEKS	TX.110.7.	English Language Arts and Reading, Grade 5, Adopted 2017
STUDENT EXPECTATION	5.13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	5.13.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.  <u>Writing City</u> • Unit 6: Day 01 • Unit 6: Day 02 • Unit 6: Day 03 • Unit 6: Day 04 • Unit 6: Day 05

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