

Main Criteria: Wisconsin English Language Arts (2020/IMPL 2021)

Secondary Criteria: Writing City

Subject: Language Arts

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

Correlation Options: Show Correlated

Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: **K** - Adopted: **2020/Implement 2021**

Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Text Types and Purposes:
Standard		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. <u>Writing City</u> Unit 3b: Day 01 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 09
Standard		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Writing City</u> Unit 3b: Day 01 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 09
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Production and Distribution of Writing
Standard		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. <u>Writing City</u> Unit 3b: Day 02 Unit 3b: Day 03 Unit 3b: Day 04 Unit 3b: Day 05
Standard		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 05

		Unit 6: Day 06 Unit 6: Day 09 Unit 6: Day 10
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Inquiry to Build and Present Knowledge
Standard		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09
Standard		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09
Standard		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <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 01 Unit 5: Day 02 Unit 5: Day 04 Unit 6: Day 10
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.K.2	Use a combination of drawing, dictating, and writing to compose text in a variety of modes:
Standard	W.K.2.b.	Informative/explanatory text in which they name what they are writing about and supply some information about the topic. <u>Writing City</u> Unit 3b: Day 01 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 09
Standard	W.K.2.c.	Convey events, real or imagined and 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. <u>Writing City</u> 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
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <u>Writing City</u> 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 6: Day 03 Unit 6: Day 04 Unit 6: Day 07 Unit 6: Day 08 Unit 6: Day 10
Standard	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. <u>Writing City</u> 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 Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09 Unit 6: Day 10
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.K.7	Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09
Standard	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 09
Standard	W.K.9	With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05

		Unit 6: Day 06 Unit 6: Day 09
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.K.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:
Standard	L.K.3.c.	Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). <u>Writing City</u> Unit 5: Day 06
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.K.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.K.5.a.	Frequently used nouns, verbs, and prepositions. <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
Standard	L.K.5.b.	Oral pluralizations of nouns. <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
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.K.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.K.6.a.	Capitalization of the first word in a sentence. <u>Writing City</u> 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
Standard	L.K.6.c.	Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).

		<p><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 01 Unit 5: Day 02 Unit 5: Day 04 Unit 6: Day 10</p>
<p>Standard</p>	<p>L.K.6.d.</p>	<p>Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).</p> <p><u>Writing City</u> 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</p>

		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
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Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: 1 - Adopted: 2020/Implement 2021

Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Text Types and Purposes:
Standard		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. <u>Writing City</u> Unit 1: Day 05 Unit 1: Day 06 Unit 3: Day 01 Unit 3: Day 02 Unit 3: Day 04 Unit 3: Day 05 Unit 3: Day 06 Unit 3: Day 07 Unit 3: Day 08 Unit 3: Day 09 Unit 3: Day 10 Unit 3: Day 11 Unit 3: Day 12 Unit 3: Day 13 Unit 3: Day 14
Standard		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Writing City</u> Unit 1: Day 05 Unit 1: Day 06 Unit 3: Day 01 Unit 3: Day 02 Unit 3: Day 04 Unit 3: Day 05 Unit 3: Day 06 Unit 3: Day 07 Unit 3: Day 08 Unit 3: Day 09 Unit 3: Day 10 Unit 3: Day 11 Unit 3: Day 12 Unit 3: Day 13 Unit 3: Day 14
Strand		Anchor Standards for Writing

Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Production and Distribution of Writing
Standard		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> 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
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Inquiry to Build and Present Knowledge
Standard		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08
Standard		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. <u>Writing City</u> 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
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard		Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. <u>Writing City</u> Unit 6: Day 02 Unit 6: Day 05

		Unit 6: Day 07 Unit 6: Day 08
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <u>Writing City</u> 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
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.1.2	Write text in a variety of modes:
Standard	W.1.2.a.	Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>Writing City</u> Unit 4: Day 01 Unit 4: Day 02 Unit 4: Day 03 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 06 Unit 4: Day 07 Unit 4: Day 08

		Unit 4: Day 09 Unit 4: Day 10 Unit 4: Day 11 Unit 4: Day 12
Standard	W.1.2.b.	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>Writing City</u> Unit 1: Day 05 Unit 1: Day 06 Unit 3: Day 01 Unit 3: Day 02 Unit 3: Day 04 Unit 3: Day 05 Unit 3: Day 06 Unit 3: Day 07 Unit 3: Day 08 Unit 3: Day 09 Unit 3: Day 10 Unit 3: Day 11 Unit 3: Day 12 Unit 3: Day 13 Unit 3: Day 14
Standard	W.1.2.c.	Convey events, real or imagined, through 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. <u>Writing City</u> Unit 2a: Day 01 Unit 2a: Day 02 Unit 2a: Day 03 Unit 2a: Day 04 Unit 2a: Day 05 Unit 2a: Day 06 Unit 2a: Day 07 Unit 2a: Day 08 Unit 2a: Day 09 Unit 2a: Day 10 Unit 2a: Day 11 Unit 2a: Day 12 Unit 2a: Day 13 Unit 2a: Day 14 Unit 2b: Day 01 Unit 2b: Day 02 Unit 2b: Day 03 Unit 2b: Day 04 Unit 2b: Day 05 Unit 2b: Day 06 Unit 2b: Day 07 Unit 2b: Day 08 Unit 2b: Day 09 Unit 2b: Day 10 Unit 2b: Day 11 Unit 2b: Day 12 Unit 2b: Day 13 Unit 2b: Day 14 Unit 2b: Day 15 Unit 5: Day 01 Unit 5: Day 02 Unit 5: Day 03 Unit 5: Day 04 Unit 5: Day 05

		Unit 5: Day 06 Unit 5: Day 10
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.1.4	<p>With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>Writing City</u> Unit 1: Day 05 Unit 1: Day 06 Unit 3: Day 01 Unit 3: Day 02 Unit 3: Day 04 Unit 3: Day 05 Unit 3: Day 06 Unit 3: Day 07 Unit 3: Day 08 Unit 3: Day 09 Unit 3: Day 10 Unit 3: Day 11 Unit 3: Day 12 Unit 3: Day 13 Unit 3: Day 14</p>
Standard	W.1.5	<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.</p> <p><u>Writing City</u> 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 09 Unit 6: Day 10</p>
Standard	W.1.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.</p> <p><u>Writing City</u> Unit 2a: Day 01 Unit 2a: Day 02 Unit 2a: Day 03 Unit 2a: Day 04 Unit 2a: Day 05 Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 05</p>

		Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08 Unit 6: Day 10
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.1.7	Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <u>Writing City</u> Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.1.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:
Standard	L.1.3.c.	Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large). <u>Writing City</u> Unit 6: Day 02 Unit 6: Day 05 Unit 6: Day 07 Unit 6: Day 08
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.1.5.a.	Common, proper, and possessive nouns. <u>Writing City</u> Unit 2b: Day 06 Unit 2b: Day 07 Unit 2b: Day 08

		Unit 2b: Day 09 Unit 2b: Day 11 Unit 2b: Day 12 Unit 2b: Day 13 Unit 2b: Day 14 Unit 3: Day 03 Unit 3: Day 04 Unit 3: Day 05 Unit 3: Day 06 Unit 3: Day 12 Unit 3: Day 13 Unit 3: Day 14 Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 03
Standard	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions. <u>Writing City</u> 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 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 6: Day 03 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 07 Unit 6: Day 08
Standard	L.1.5.d.	Production and expansion of complete sentences in response to prompts. <u>Writing City</u> 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 09 Unit 6: Day 10
Strand		Language K-5

Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.1.6.a.	<p>Capitalization of dates and names of people.</p> <p><u>Writing City</u> 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 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</p>
Standard	L.1.6.b.	<p>End punctuation.</p> <p><u>Writing City</u> 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</p>

		Unit 5: Day 09 Unit 5: Day 12 Unit 6: Day 10
Standard	L.1.6.d.	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3). <u>Writing City</u> 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

Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: 2 - Adopted: 2020/Implement 2021

Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Production and Distribution of Writing
Standard		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. <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 3a: Day 11

		<p>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</p>
<p>Standard</p>		<p>Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p><u>Writing City</u> Unit 1: Day 01 Unit 2: Day 05 Unit 3a: Day 05 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 10 Unit 3a: Day 13 Unit 3b: Day 03 Unit 3b: Day 08 Unit 3b: Day 09 Unit 3b: Day 10 Unit 3b: Day 11 Unit 3b: Day 15 Unit 3b: Day 16 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 09 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 10 Unit 6: Day 11</p>
<p>Standard</p>		<p>Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.</p> <p><u>Writing City</u> Unit 4: Day 06 Unit 4: Day 14 Unit 5: Day 13 Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 12</p>
<p>Strand</p>		<p>Anchor Standards for Writing</p>

Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Inquiry to Build and Present Knowledge
Standard		<p>Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.</p> <p><u>Writing City</u> 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</p>
Standard		<p>Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.</p> <p><u>Writing City</u> 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</p>
Standard		<p>Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p> <p><u>Writing City</u> 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</p>
Strand		Anchor Standards for Language

Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. <u>Writing City</u> Unit 3b: Day 02 Unit 3b: Day 03 Unit 6: Day 01 Unit 6: Day 02
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 08 Unit 3b: Day 15 Unit 5: Day 04 Unit 5: Day 06
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.2.2	Write text in a variety of modes:
Standard	W.2.2.b.	Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>Writing City</u> Unit 3a: Day 01 Unit 3a: Day 02 Unit 3a: Day 03 Unit 3a: Day 04 Unit 3a: Day 05 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3a: Day 09 Unit 3a: Day 10 Unit 3a: Day 11 Unit 3a: Day 12 Unit 3b: Day 01

		Unit 3b: Day 02 Unit 3b: Day 03 Unit 3b: Day 04 Unit 3b: Day 05 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 09 Unit 3b: Day 12 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 17 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08 Unit 6: Day 09
Standard	W.2.2.c.	Convey events, real or imagined, through 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. <u>Writing City</u> 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
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.2.3	Create writing that utilizes:
Standard	W.2.3.a.	Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. <u>Writing City</u> 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
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.2.4	With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <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 3a: Day 11 Unit 3a: Day 12 Unit 3b: Day 01 Unit 3b: Day 02 Unit 3b: Day 03 Unit 3b: Day 04 Unit 3b: Day 05 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 09 Unit 3b: Day 12 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 17 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08 Unit 6: Day 09
Standard	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>Writing City</u>

		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 04 Unit 4: Day 05 Unit 4: Day 09 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
Standard	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. <u>Writing City</u> Unit 4: Day 06 Unit 4: Day 14 Unit 5: Day 13 Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 12
Strand		Writing Standards K-5

Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.2.7	Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <u>Writing City</u> Unit 6: Day 01 Unit 6: Day 02 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Standard	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. <u>Writing City</u> 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
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
Standard	L.2.2.d.	Use resources to clarify meanings of words. <u>Writing City</u> Unit 3b: Day 02 Unit 3b: Day 03 Unit 6: Day 01 Unit 6: Day 02
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and

		convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.2.4	<p>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).</p> <p><u>Writing City</u> 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</p>
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.2.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.2.5.a.	<p>Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.</p> <p><u>Writing City</u> Unit 1: Day 04 Unit 2: Day 02 Unit 2: Day 03 Unit 2: Day 05 Unit 2: Day 07 Unit 2: Day 10 Unit 3a: Day 01 Unit 3a: Day 05 Unit 3a: Day 06 Unit 3a: Day 09 Unit 3a: Day 12 Unit 5: Day 02 Unit 5: Day 03 Unit 5: Day 05 Unit 5: Day 06 Unit 5: Day 07 Unit 5: Day 09</p>

		Unit 5: Day 10 Unit 6: Day 02 Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 08 Unit 6: Day 09 Unit 6: Day 10
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.2.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.2.6.a.	Capitalization of holidays, products, geographic places. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 01 Unit 2: Day 02 Unit 2: Day 03 Unit 3b: Day 10 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15
Standard	L.2.6.c.	Apostrophes in contractions and frequently occurring possessives. <u>Writing City</u> Unit 1: Day 07 Unit 3a: Day 08 Unit 3a: Day 09 Unit 3a: Day 12 Unit 4: Day 08 Unit 4: Day 09 Unit 4: Day 11 Unit 4: Day 12 Unit 4: Day 13 Unit 5: Day 06 Unit 5: Day 07 Unit 5: Day 09 Unit 5: Day 10
Standard	L.2.6.d.	Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3). <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 08 Unit 3b: Day 09 Unit 3b: Day 11 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15 Unit 5: Day 04 Unit 5: Day 06 Unit 6: Day 10

Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: 3 - Adopted: 2020/Implement 2021

Strand		Anchor Standards for Reading
Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 4: Day 13
Standard		Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. <u>Writing City</u> Unit 5: Day 18 Unit 5: Day 19 Unit 5: Day 20
Standard		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Writing City</u> Unit 2: Day 20 Unit 2: Day 21 Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 4: Day 13 Unit 5: Day 18
Strand		Anchor Standards for Reading
Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure
Standard		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 5: Day 19 Unit 5: Day 20
Strand		Anchor Standards for Writing

Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Text Types and Purposes:
Standard		<p>Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.</p> <p><u>Writing City</u> Unit 1: Day 08 Unit 2: Day 16 Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 19 Unit 2: Day 20 Unit 2: Day 21 Unit 3a: Day 01 Unit 3a: Day 05 Unit 3a: Day 11 Unit 3b: Day 10 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 05 Unit 4: Day 07 Unit 4: Day 08 Unit 4: Day 09 Unit 4: Day 10 Unit 4: Day 11 Unit 4: Day 12 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 02 Unit 5: Day 10 Unit 5: Day 11 Unit 5: Day 19 Unit 5: Day 20 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08 Unit 6: Day 10 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13 Unit 6: Day 14</p>
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Production and Distribution of Writing
Standard		<p>Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.</p> <p><u>Writing City</u> Unit 3a: Day 01 Unit 3a: Day 02 Unit 3a: Day 03 Unit 3a: Day 05 Unit 3a: Day 06 Unit 3a: Day 10</p>

		<p>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</p>
<p>Standard</p>		<p>Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p><u>Writing City</u> 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</p>

		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
Standard		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> Unit 6: Day 15
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Inquiry to Build and Present Knowledge
Standard		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. <u>Writing City</u> 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
Standard		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. <u>Writing City</u> 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
Standard		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. <u>Writing City</u> 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
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. <u>Writing City</u> Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 14
Standard		Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. <u>Writing City</u> Unit 3b: Day 05 Unit 3b: Day 08 Unit 5: Day 19 Unit 5: Day 20
Standard		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 13

		Unit 3b: Day 12 Unit 4: Day 11
Strand		Reading Foundational Skills
Concept		Fluency
Standard	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
Standard	RF.3.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> Unit 2: Day 16 Unit 2: Day 17 Unit 2: Day 20 Unit 2: Day 21 Unit 4: Day 12 Unit 4: Day 13
Standard	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Writing City</u> 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
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard	R.3.1	Develop and answer questions to Locate relevant and specific details in a text to support an answer or inference. (RI&RL) <u>Writing City</u> Unit 2: Day 16 Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 20 Unit 2: Day 21 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 Unit 5: Day 18 Unit 5: Day 19 Unit 5: Day 20
Standard	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL) <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 4: Day 13 Unit 5: Day 18

		Unit 5: Day 19 Unit 5: Day 20
Standard	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) <u>Writing City</u> Unit 2: Day 20 Unit 2: Day 21
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure
Standard	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL) <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 5: Day 19 Unit 5: Day 20
Standard	R.3.5	Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI) <u>Writing City</u> Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Integration of Knowledge and Ideas
Standard	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) <u>Writing City</u> Unit 2: Day 20 Unit 2: Day 21 Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18
Standard	R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

		Writing City Unit 4: Day 13
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.3.2	Write text in a variety of modes:
Standard	W.3.2.a.	Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. Writing City Unit 4: Day 03 Unit 4: Day 04 Unit 4: Day 06 Unit 4: Day 07 Unit 4: Day 09 Unit 4: Day 10
Standard	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. Writing City 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 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
Standard	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.

		<p>Writing City Unit 1: Day 02 Unit 1: Day 03 Unit 1: Day 04 Unit 2: Day 02 Unit 2: 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 3a: Day 04 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 04 Unit 3b: Day 07 Unit 3b: Day 10 Unit 3b: Day 11 Unit 5: Day 02 Unit 5: Day 03 Unit 5: Day 06 Unit 5: Day 07 Unit 5: Day 08 Unit 5: Day 09 Unit 5: Day 12 Unit 5: Day 13 Unit 5: Day 14 Unit 5: Day 15 Unit 5: Day 16 Unit 6: Day 09 Unit 6: Day 10 Unit 6: Day 11 Unit 6: Day 14</p>
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.3.3	Create writing that utilizes:
Standard	W.3.3.a.	<p>Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.</p> <p>Writing City Unit 1: Day 03 Unit 2: Day 08 Unit 2: Day 10 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</p>

		Unit 3b: Day 10 Unit 3b: Day 11 Unit 5: Day 03 Unit 5: Day 06 Unit 5: Day 08 Unit 5: Day 14
Standard	W.3.3.b.	Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. <u>Writing City</u> Unit 1: Day 03 Unit 2: Day 05 Unit 2: Day 14 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 5: Day 02 Unit 5: Day 09 Unit 6: Day 09 Unit 6: Day 10 Unit 6: Day 11 Unit 6: Day 14
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Writing City</u> 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

Standard	W.3.5	<p>With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p> <p><u>Writing City</u></p> <p>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>
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Standard	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. <u>Writing City</u> Unit 6: Day 15
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>Writing City</u> 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
Standard	W.3.9	Recall facts from literary or informational texts to support reflection, and inquiry. <u>Writing City</u> 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
Strand		Speaking & Listening K-5
Concept		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
Standard		Comprehension and Collaboration
Standard	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats. <u>Writing City</u> Unit 3b: Day 16 Unit 3b: Day 17 Unit 3b: Day 18 Unit 4: Day 12 Unit 4: Day 13 Unit 5: Day 18
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when

		reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Knowledge of Language
Standard	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
Standard	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. <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 4: Day 13 Unit 5: Day 05 Unit 5: Day 07 Unit 5: Day 14 Unit 5: Day 15 Unit 5: Day 16
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
Standard	L.3.2.c.	Use resources to determine word meanings. <u>Writing City</u> Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 14
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when

		reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Standard	L.3.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. <u>Writing City</u> Unit 5: Day 19 Unit 5: Day 20
Standard	L.3.3.b.	Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected). <u>Writing City</u> Unit 3b: Day 05 Unit 3b: Day 08
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.3.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.3.5.a.	Irregular and regular nouns and verbs. <u>Writing City</u> Unit 2: Day 01 Unit 5: Day 04 Unit 5: Day 05
Standard	L.3.5.b.	Simple verb tenses. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 14 Unit 5: Day 04
Standard	L.3.5.c.	Subject-verb agreement. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 14 Unit 3a: Day 09
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English

Standard	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.3.6.c.	Possessives. <u>Writing City</u> 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
Standard	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 13 Unit 3b: Day 12 Unit 4: Day 11
Standard	L.3.6.e.	Use conventional spelling for high frequency words. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 13 Unit 3b: Day 12 Unit 4: Day 11
Standard	L.3.6.f.	Use conventional spelling for adding suffixes to basic words. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 13 Unit 3b: Day 12 Unit 4: Day 11
Standard	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 13 Unit 3b: Day 12 Unit 4: Day 11 Unit 5: Day 17

Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: 4 - Adopted: 2020/Implement 2021

Strand	Anchor Standards for Reading
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Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard		<p>Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><u>Writing City</u> 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 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 12 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07</p>
Standard		<p>Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.</p> <p><u>Writing City</u> Unit 3b: Day 16</p>
Standard		<p>Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Writing City</u> Unit 2: Day 16 Unit 2: Day 20 Unit 2: Day 21 Unit 3b: Day 15 Unit 3b: Day 17 Unit 4: Day 13 Unit 5: Day 05 Unit 5: Day 12 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07</p>
Strand		Anchor Standards for Reading
Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure

Standard		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Writing City</u> Unit 3b: Day 17
Standard		Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <u>Writing City</u> Unit 3b: Day 18 Unit 3b: Day 19
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Text Types and Purposes:
Standard		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Writing City</u> Unit 3a: Day 02 Unit 3b: Day 02 Unit 3b: Day 05 Unit 3b: Day 06 Unit 3b: Day 10 Unit 3b: Day 11 Unit 3b: Day 12 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13
Standard		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. <u>Writing City</u> Unit 1: Day 02 Unit 2: Day 11 Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 19 Unit 2: Day 20 Unit 2: Day 21 Unit 4: Day 03 Unit 4: Day 06 Unit 4: Day 12 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 08 Unit 5: Day 12 Unit 5: Day 13
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Standard		Production and Distribution of Writing
Standard		<p>Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.</p> <p><u>Writing City</u> 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 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>
Standard		<p>Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p><u>Writing City</u> 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</p>

		Unit 3b: Day 12 Unit 3b: Day 13 Unit 3b: Day 14 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 06 Unit 4: Day 09 Unit 4: Day 10 Unit 4: Day 11 Unit 4: Day 12 Unit 4: Day 14 Unit 5: Day 06 Unit 5: Day 08 Unit 5: Day 09 Unit 5: Day 11 Unit 5: Day 13 Unit 6: Day 04 Unit 6: Day 09 Unit 6: Day 10 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13 Unit 6: Day 14 Unit 6: Day 15 Unit 6: Day 16 Unit 6: Day 17
Standard		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> Unit 3a: Day 11 Unit 6: Day 16
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Inquiry to Build and Present Knowledge
Standard		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. <u>Writing City</u> 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
Standard		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. <u>Writing City</u> 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
Standard		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. <u>Writing City</u> 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
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. <u>Writing City</u> 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
Standard		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. <u>Writing City</u> 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 3b: Day 17 Unit 4: Day 06 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
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <u>Writing City</u> Unit 1: Day 05 Unit 1: Day 07 Unit 2: Day 10 Unit 3a: Day 06 Unit 3a: Day 08 Unit 3a: Day 10 Unit 3b: Day 13 Unit 4: Day 10 Unit 5: Day 09 Unit 6: Day 08
Strand		Reading Foundational Skills
Concept		Fluency
Standard	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
Standard	RF.4.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> Unit 2: Day 16 Unit 2: Day 17 Unit 2: Day 20 Unit 2: Day 21
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) <u>Writing City</u> 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 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 12 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Standard	R.4.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) <u>Writing City</u> 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 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 12 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 03 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Standard	R.4.3	Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) <u>Writing City</u> Unit 2: Day 16 Unit 2: Day 20 Unit 2: Day 21 Unit 3b: Day 15 Unit 3b: Day 17 Unit 3b: Day 18 Unit 3b: Day 19 Unit 5: Day 05
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure
Standard	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL) <u>Writing City</u> Unit 3b: Day 17
Standard	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as

		sequence, comparison, cause/effect, and problem/solution. (RI) <u>Writing City</u> Unit 2: Day 16 Unit 2: Day 20 Unit 2: Day 21 Unit 3b: Day 15 Unit 3b: Day 17 Unit 5: Day 05
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Integration of Knowledge and Ideas
Standard	R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL) <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
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.4.2	Write text in a variety of modes:
Standard	W.4.2.a.	Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion. <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
Standard	W.4.2.b.	Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points. <u>Writing City</u> 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
Standard	W.4.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>Writing City</u> Unit 1: Day 02 Unit 1: Day 03 Unit 1: 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 3a: Day 01 Unit 3a: Day 03 Unit 3a: Day 04 Unit 3a: Day 05 Unit 3b: Day 02 Unit 3b: Day 04 Unit 3b: Day 05 Unit 3b: Day 06 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 10 Unit 3b: Day 11 Unit 3b: Day 12 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 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes

Standard	W.4.3	Create writing that utilizes:
Standard	W.4.3.a.	<p>Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</p> <p><u>Writing City</u> Unit 1: Day 03 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</p>
Standard	W.4.3.b.	<p>Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p><u>Writing City</u> Unit 1: Day 03 Unit 2: Day 05 Unit 2: Day 08 Unit 2: Day 10 Unit 2: Day 12 Unit 3a: Day 01 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 5: Day 06 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13</p>
Standard	W.4.3.c.	<p>Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</p> <p><u>Writing City</u> Unit 3a: Day 04 Unit 3a: Day 07 Unit 3b: Day 03 Unit 3b: Day 05 Unit 3b: Day 06 Unit 3b: Day 10 Unit 3b: Day 11 Unit 3b: Day 12 Unit 4: Day 06 Unit 4: Day 07 Unit 6: Day 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>
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and

		audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.4.4	<p>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>Writing City</u> 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 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>
Standard	W.4.5	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p><u>Writing City</u> 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 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>
Standard	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing,

		<p>cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p> <p><u>Writing City</u> Unit 3a: Day 11 Unit 6: Day 16</p>
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.4.8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p><u>Writing City</u> 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</p>
Standard	W.4.9	<p>Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.</p> <p><u>Writing City</u> 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</p>
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Knowledge of Language
Standard	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
Standard	L.4.1.c.	<p>Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.</p> <p><u>Writing City</u> Unit 1: Day 06 Unit 2: Day 01 Unit 2: Day 02 Unit 2: Day 03 Unit 2: Day 04</p>

		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
Standard	L.4.1.d.	Choose punctuation for effect. Writing City Unit 1: Day 05
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Standard	L.4.3.a.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. Writing City Unit 1: Day 06 Unit 1: Day 08 Unit 1: Day 09 Unit 3a: Day 09
Standard	L.4.3.c.	Understand words by relating them to synonyms and antonyms. Writing City Unit 1: Day 06 Unit 2: Day 03 Unit 3a: Day 07
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and

		convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.4.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.4.5.a.	Relative pronouns and adverbs. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 10 Unit 3a: Day 06 Unit 6: Day 08
Standard	L.4.5.b.	Prepositional phrases. <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
Standard	L.4.5.c.	Order of adjectives. <u>Writing City</u> Unit 2: Day 04 Unit 5: Day 02 Unit 5: Day 04 Unit 5: Day 08
Standard	L.4.5.d.	Adjectives, adverbs, conjunctions. <u>Writing City</u> Unit 2: Day 04 Unit 5: Day 02 Unit 5: Day 04 Unit 5: Day 08
Standard	L.4.5.f.	Easily confused words (e.g., to, too, two). <u>Writing City</u> 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
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.4.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use

		standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.4.6.a.	Capitalization. <u>Writing City</u> 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
Standard	L.4.6.b.	Commas and quotation marks for quotations. <u>Writing City</u> 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
Standard	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed. <u>Writing City</u> 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

Wisconsin English Language Arts (2020/IMPL 2021)

Language Arts

Grade: 5 - Adopted: 2020/Implement 2021

Strand		Anchor Standards for Reading
Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Writing City</u> Unit 2: Day 17 Unit 2: Day 18 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
Strand		Anchor Standards for Reading
Concept		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure
Standard		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Writing City</u> Unit 1: Day 04 Unit 1: Day 08 Unit 1: Day 09 Unit 2: Day 03
Standard		Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. <u>Writing City</u> Unit 4: Day 14
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Text Types and Purposes:
Standard		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. <u>Writing City</u> Unit 1: Day 02 Unit 2: Day 07 Unit 2: Day 08 Unit 2: Day 11 Unit 2: Day 20 Unit 2: Day 21 Unit 2: Day 22 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 11

		Unit 4: Day 08 Unit 4: Day 09 Unit 5: Day 04 Unit 5: Day 05 Unit 5: Day 06 Unit 5: Day 09 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 12 Unit 6: Day 13 Unit 6: Day 14 Unit 6: Day 15
Strand		Anchor Standards for Writing
Concept		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
Standard		Production and Distribution of Writing
Standard		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. <u>Writing City</u> 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
Standard		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. <u>Writing City</u> Unit 1: Day 01 Unit 2: Day 07 Unit 2: Day 08 Unit 2: Day 10 Unit 2: Day 13 Unit 2: Day 14 Unit 2: Day 15 Unit 2: Day 16 Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 19 Unit 2: Day 20 Unit 2: Day 21 Unit 2: Day 22 Unit 3a: Day 05 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3a: Day 09 Unit 3a: Day 10 Unit 3a: Day 11 Unit 3a: Day 12

		Unit 3a: Day 13 Unit 3b: Day 02 Unit 3b: Day 03 Unit 3b: Day 04 Unit 3b: Day 05 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 09 Unit 3b: Day 10 Unit 3b: Day 11 Unit 4: Day 02 Unit 4: Day 03 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 06 Unit 4: Day 07 Unit 4: Day 08 Unit 4: Day 09 Unit 4: Day 10 Unit 4: Day 11 Unit 4: Day 12 Unit 4: Day 13 Unit 5: Day 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
Standard		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. <u>Writing City</u> Unit 6: Day 16
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply

		word solving strategies (for meaning) as appropriate. <u>Writing City</u> Unit 1: Day 06 Unit 3b: Day 01 Unit 3b: Day 03
Standard		Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. <u>Writing City</u> Unit 1: Day 04 Unit 1: Day 08 Unit 1: Day 09 Unit 2: Day 03
Standard		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. <u>Writing City</u> 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
Strand		Anchor Standards for Language
Concept		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard		Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. <u>Writing City</u> 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
Strand		Reading Foundational Skills
Concept		Phonics and Word Recognition
Standard	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard	RF.5.3.a.	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. <u>Writing City</u>

		Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Strand		Reading Foundational Skills
Concept		Fluency
Standard	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard	RF.5.4.a.	Read grade-level text with purpose and understanding. <u>Writing City</u> Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 19 Unit 2: Day 21 Unit 2: Day 22 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Key Ideas and Details
Standard	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) <u>Writing City</u> Unit 2: Day 17 Unit 2: Day 18 Unit 2: Day 19 Unit 2: Day 21 Unit 2: Day 22 Unit 3a: Day 02 Unit 3b: Day 12 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 16 Unit 4: Day 02 Unit 4: Day 03 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08
Standard	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) <u>Writing City</u> Unit 2: Day 17 Unit 2: Day 18

		Unit 2: Day 19 Unit 2: Day 21 Unit 2: Day 22 Unit 3a: Day 02 Unit 3b: Day 12 Unit 3b: Day 13 Unit 3b: Day 14 Unit 3b: Day 15 Unit 3b: Day 16 Unit 4: Day 02 Unit 4: Day 03 Unit 4: Day 04 Unit 4: Day 05 Unit 4: Day 13 Unit 4: Day 14 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 03 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 08
Standard	R.5.3	Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) <u>Writing City</u> 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
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Craft and Structure
Standard	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL) <u>Writing City</u> Unit 1: Day 04 Unit 1: Day 08 Unit 1: Day 09 Unit 2: Day 03
Strand		Reading K-5
Concept		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
Standard		Integration of Knowledge and Ideas

Standard	R.5.9	<p>Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p> <p><u>Writing City</u> 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</p>
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.5.2	Write text in a variety of modes:
Standard	W.5.2.a.	<p>Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</p> <p><u>Writing City</u> Unit 1: Day 02 Unit 2: Day 07 Unit 2: Day 08 Unit 2: Day 11 Unit 2: Day 20 Unit 2: Day 21 Unit 2: Day 22 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3b: Day 07 Unit 3b: Day 08 Unit 3b: Day 11 Unit 4: Day 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 14 Unit 4: Day 15 Unit 5: Day 04 Unit 5: Day 05 Unit 5: Day 06 Unit 5: Day 09 Unit 5: Day 12 Unit 5: Day 13 Unit 6: Day 12 Unit 6: Day 13 Unit 6: Day 14 Unit 6: Day 15</p>
Standard	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus,

		<p>and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.</p> <p>Writing City 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 4: Day 05 Unit 6: Day 08 Unit 6: Day 09 Unit 6: Day 11 Unit 6: Day 12 Unit 6: Day 13</p>
Standard	W.5.2.c.	<p>Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Writing City Unit 1: Day 02 Unit 1: Day 03 Unit 1: Day 04 Unit 2: Day 01 Unit 2: Day 02 Unit 2: Day 04 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 02 Unit 3a: Day 03 Unit 3a: Day 04 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3a: Day 10 Unit 3b: Day 05 Unit 3b: Day 07 Unit 3b: Day 08 Unit 5: Day 01 Unit 5: Day 02 Unit 5: Day 03 Unit 5: Day 05 Unit 5: Day 06 Unit 5: Day 07 Unit 5: Day 08 Unit 6: Day 10</p>
Strand		Writing Standards K-5

Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Text Types and Purposes
Standard	W.5.3	Create writing that utilizes:
Standard	W.5.3.a.	<p>Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</p> <p><u>Writing City</u> Unit 1: Day 03 Unit 2: Day 12 Unit 3a: Day 02 Unit 3a: Day 07 Unit 3a: Day 08 Unit 3a: Day 10 Unit 3b: Day 07 Unit 3b: Day 08 Unit 5: Day 08</p>
Standard	W.5.3.b.	<p>Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</p> <p><u>Writing City</u> Unit 1: Day 03 Unit 2: Day 05 Unit 3a: Day 03 Unit 3a: Day 04 Unit 3a: Day 06 Unit 3a: Day 07 Unit 3b: Day 05 Unit 3b: Day 07 Unit 3b: Day 08 Unit 6: Day 10</p>
Standard	W.5.3.c.	<p>Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.</p> <p><u>Writing City</u> 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</p>
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Production and Distribution of Writing
Standard	W.5.4	<p>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>Writing City</u> Unit 3a: Day 04 Unit 3a: Day 05</p>

		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
Standard	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. <u>Writing City</u> 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
Standard	W.5.6	With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting). <u>Writing City</u> Unit 6: Day 16
Strand		Writing Standards K-5
Concept		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Standard		Inquiry to Build and Present Knowledge
Standard	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Writing City</u> Unit 5: Day 01 Unit 6: Day 02 Unit 6: Day 04 Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07 Unit 6: Day 09 Unit 6: Day 10 Unit 6: Day 12 Unit 6: Day 13
Strand		Language K-5

Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Knowledge of Language
Standard	L.5.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
Standard	L.5.1.d.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>Writing City</u> Unit 1: Day 05
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.5.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
Standard	L.5.2.a.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <u>Writing City</u> Unit 6: Day 05 Unit 6: Day 06 Unit 6: Day 07
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Vocabulary Acquisition and Use
Standard	L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Standard	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word). <u>Writing City</u> Unit 5: Day 07
Strand		Language K-5
Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this

		knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.5.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
Standard	L.5.5.a.	Conjunctions. <u>Writing City</u> 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
Standard	L.5.5.b.	Verb tenses. <u>Writing City</u> Unit 1: Day 07 Unit 2: Day 15 Unit 3a: Day 09 Unit 3a: Day 12 Unit 3b: Day 06 Unit 3b: Day 10 Unit 4: Day 11 Unit 5: Day 04 Unit 6: Day 12 Unit 6: Day 13 Unit 6: Day 15
Standard	L.5.5.c.	Correlative conjunctions. <u>Writing City</u> 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
Strand		Language K-5

Concept		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
Standard		Conventions of Standardized English
Standard	L.5.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
Standard	L.5.6.a.	<p>Commas (introductory elements, and elements that need to be set off like a question or direct address).</p> <p><u>Writing City</u> Unit 2: Day 02 Unit 2: Day 05 Unit 3a: Day 09 Unit 5: Day 04 Unit 5: Day 06</p>
Standard	L.5.6.c.	<p>Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p><u>Writing City</u> 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</p>

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