

**Main Criteria:** Nebraska Core Academic Content Standards

**Secondary Criteria:** WritingCity

**Subject:** Language Arts

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

**Correlation Options:** Show Correlated

**Nebraska Core Academic Content Standards**

**Language Arts**

Grade: **K** - Adopted: **2014**

<b>CONTENT STANDARD</b>	<b>NE.LA 0.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 0.1.3.</b>	<b>Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.</b>
<b>INDICATOR</b>	<b>LA 0.1.3.a.</b>	<p>Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <p>Word Wall</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Even More High Frequency Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>High Frequency Word Masters</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Time to Write</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Find the Words</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>New Writing Topics</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>The Pronoun "I"</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Write Informatively</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>More Information</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Inform Again</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Sentence Types</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Even More Sentences</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>Poems, Poems, Poems</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>More, More, More</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Write a Rhyme</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Scoring Research</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 0.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>

<b>STRAND</b>	<b>LA 0.1.5.</b>	<b>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</b>
<b>INDICATOR</b>	<b>LA 0.1.5.a.</b>	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>Write Informatively</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <b>More Information</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <b>Inform Again</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <b>Sentence Types</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <b>More Sentences</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <b>Even More Sentences</b>
<b>INDICATOR</b>	<b>LA 0.1.5.d.</b>	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <b>Opposites</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 0.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 0.1.6.</b>	<b>Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</b>
<b>INDICATOR</b>	<b>LA 0.1.6.o.</b>	Respond to text (e.g., verbally, in writing, or artistically).  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> </ul> <b>Reasons to Write</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <b>That's Your Opinion</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <b>The Best</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>The Best - Part II</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <b>The Best - Part III</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>The Best - Part IV</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>The Best - Part V</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Your Favorite</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>State Your Opinion</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>The Checklist</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 0.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 0.2.1.</b>	<b>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</b>
<b>INDICATOR</b>	<b>LA 0.2.1.b.</b>	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.  <u>WritingCity</u>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <b>Informative Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>Write Informatively</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <b>More Information</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <b>Inform Again</b>
<b>INDICATOR</b>	<b>LA 0.2.1.d.</b>	<b>Compose simple, grammatically correct sentences.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Your Favorite</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>State Your Opinion</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>More Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>More Topics</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Even More Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>Another Revising Day</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Scoring Research</b>
<b>INDICATOR</b>	<b>LA 0.2.1.f.</b>	<b>Provide oral descriptive feedback to other writers.</b>  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <b>The Best</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>The Best - Part II</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <b>The Best - Part III</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <b>The Best - Part IV</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <b>The Best - Part V</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <b>Your Favorite</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>State Your Opinion</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>More Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Even More Revising</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>Another Revising Day</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Scoring Research</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 0.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 0.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
<b>INDICATOR</b>	<b>LA 0.2.2.a.</b>	<b>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</b>  <u>WritingCity</u>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> <li>Reasons to Write</li> <li>• Unit 3b: Day 02</li> <li>Informative Writing</li> <li>• Unit 3b: Day 03</li> <li>Write Informatively</li> <li>• Unit 3b: Day 04</li> <li>More Information</li> <li>• Unit 3b: Day 05</li> <li>Inform Again</li> <li>• Unit 3b: Day 06</li> <li>Sentence Types</li> <li>• Unit 3b: Day 07</li> <li>More Sentences</li> <li>• Unit 3b: Day 08</li> <li>Even More Sentences</li> <li>• Unit 3b: Day 09</li> <li>Formal Writing Assessment</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 0.4.</b>	<b>Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>
<b>STRAND</b>	<b>LA 0.4.1.</b>	<b>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</b>
<b>INDICATOR</b>	<b>LA 0.4.1.a.</b>	<p>With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>Become a Researcher</li> <li>• Unit 6: Day 02</li> <li>Continue Researching</li> <li>• Unit 6: Day 04</li> <li>More Revising</li> <li>• Unit 6: Day 05</li> <li>Thinking About Topics</li> <li>• Unit 6: Day 06</li> <li>More Topics</li> <li>• Unit 6: Day 09</li> <li>The Checklist</li> </ul>

**Nebraska Core Academic Content Standards**

**Language Arts**

Grade: 1 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NE.LA 1.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 1.1.1.</b>	<b>Concepts of Print: Students will demonstrate knowledge of the concepts of print.</b>
<b>INDICATOR</b>	<b>LA 1.1.1.b.</b>	<p>Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> <li>Exclamation!</li> <li>• Unit 2a: Day 10</li> <li>Questions?</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 1.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 1.1.3.</b>	<b>Word Analysis: Students will use phonetic analysis to read and write grade-level text.</b>

INDICATOR	LA 1.1.3.a.	<p>Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Learn More About Writing</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>We Are Writers</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Sound Card Bingo</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 04</li> </ul> <p>Transitional Writer</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>People and Events</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Things and Places</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Topics and Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <p>The Hook</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <p>The Doctor's Office</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> </ul> <p>Think About Spacing</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <p>Including Characters</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 12</li> </ul> <p>Recounting Events</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 13</li> </ul> <p>The Checklist</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 14</li> </ul> <p>Score with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 03</li> </ul> <p>Thinking about Spelling</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 04</li> </ul> <p>Remembering End Punctuation</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 05</li> </ul> <p>Fluffy the Cat</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 06</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 07</li> </ul> <p>Glow and Grows</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 14</li> </ul> <p>Remembering the Focus Skills</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>The Editing Checklist</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Peer Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Using the Checklist</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Editing Checklist</p>
CONTENT STANDARD	NE.LA 1.2.	Writing: Students will learn and apply writing skills and strategies to communicate.
STRAND	LA 1.2.1.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

INDICATOR	LA 1.2.1.b.	<p>Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>Stating your Opinion</p>
INDICATOR	LA 1.2.1.d.	<p>Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Expand a Sentence</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>What Will You Need?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Assessment Writing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Finishing the Assessment</p>
INDICATOR	LA 1.2.1.f.	<p>Provide oral descriptive feedback to other writers.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 12</li> </ul> <p>Revising with a Peer</p> <ul style="list-style-type: none"> <li>• Unit 2b: Day 13</li> </ul> <p>Revising Questions</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 1.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 1.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
INDICATOR	LA 1.2.2.a.	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <p>People and Events</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Things and Places</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 01</li> </ul> <p>Engaging Topics</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 02</li> </ul> <p>Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 03</li> </ul> <p>Topics and Planning</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 04</li> </ul> <p>The Hook</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 05</li> </ul> <p>The Doctor's Office</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 06</li> </ul> <p>Think About Spacing</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 07</li> </ul> <p>Including Characters</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 08</li> </ul> <p>Picture, Plan and Write</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 09</li> </ul> <p>Exclamation!</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 10</li> </ul> <p>Questions?</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 11</li> </ul> <p>Voice Through Humor</p> <ul style="list-style-type: none"> <li>• Unit 2a: Day 12</li> </ul> <p>Recounting Events</p>

		<ul style="list-style-type: none"><li>• Unit 2a: Day 13</li></ul> <b>The Checklist</b> <ul style="list-style-type: none"><li>• Unit 2a: Day 14</li></ul> <b>Score with a Rubric</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 01</li></ul> <b>Planning a BME Writing Piece</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 02</li></ul> <b>Writing a BME Piece</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 03</li></ul> <b>Thinking about Spelling</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 04</li></ul> <b>Remembering End Punctuation</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 05</li></ul> <b>Fluffy the Cat</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 06</li></ul> <b>Nouns</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 07</li></ul> <b>Glows and Grows</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 08</li></ul> <b>Temporal Words</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 09</li></ul> <b>First, Second, Third</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 10</li></ul> <b>Revising</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 11</li></ul> <b>Applying the Focus Skills</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 12</li></ul> <b>Revising with a Peer</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 13</li></ul> <b>Revising Questions</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 14</li></ul> <b>Remembering the Focus Skills</b> <ul style="list-style-type: none"><li>• Unit 2b: Day 15</li></ul> <b>Writing Assessment</b> <ul style="list-style-type: none"><li>• Unit 3: Day 01</li></ul> <b>Why do we Write?</b> <ul style="list-style-type: none"><li>• Unit 3: Day 02</li></ul> <b>Reasons to Write</b> <ul style="list-style-type: none"><li>• Unit 3: Day 04</li></ul> <b>What is a Fact?</b> <ul style="list-style-type: none"><li>• Unit 3: Day 05</li></ul> <b>Planning for Informative Writing</b> <ul style="list-style-type: none"><li>• Unit 3: Day 06</li></ul> <b>Writing to Inform</b> <ul style="list-style-type: none"><li>• Unit 3: Day 07</li></ul> <b>Introductory Sentence</b> <ul style="list-style-type: none"><li>• Unit 3: Day 08</li></ul> <b>Past Tense Verbs</b> <ul style="list-style-type: none"><li>• Unit 3: Day 09</li></ul> <b>Concluding Statement</b> <ul style="list-style-type: none"><li>• Unit 3: Day 10</li></ul> <b>Pronouns</b> <ul style="list-style-type: none"><li>• Unit 3: Day 11</li></ul> <b>Sarah Went to the Museum</b> <ul style="list-style-type: none"><li>• Unit 3: Day 12</li></ul> <b>Adding a Conclusion</b> <ul style="list-style-type: none"><li>• Unit 3: Day 13</li></ul> <b>Planning the Writing Assessment</b> <ul style="list-style-type: none"><li>• Unit 3: Day 14</li></ul> <b>Informative/Explanatory Writing</b> <ul style="list-style-type: none"><li>• Unit 5: Day 01</li></ul> <b>4 Ws</b> <ul style="list-style-type: none"><li>• Unit 5: Day 02</li></ul> <b>Planning with 4 Ws</b> <ul style="list-style-type: none"><li>• Unit 5: Day 03</li></ul>
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		Revising a Peer's 4 W Piece • Unit 5: Day 04 Narrative Writing with 4 Ws • Unit 5: Day 05 The Candy House • Unit 5: Day 06 Expand a Sentence • Unit 5: Day 10 Assessment Writing
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## Nebraska Core Academic Content Standards

### Language Arts

Grade: 2 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NE.LA 2.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 2.1.3.</b>	<b>Word Analysis: Students will use phonetic analysis to read and write grade-level text.</b>
<b>INDICATOR</b>	<b>LA 2.1.3.a.</b>	Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.  <u>WritingCity</u> • Unit 1: Day 07 Traits: Conventions • Unit 2: Day 08 Narrative Writing: Temporal Words Day 1 • Unit 3b: Day 15 Formal Writing Assessment: Revising and Editing • Unit 5: Day 04 Writing in the Past Tense and Using Plural Nouns • Unit 5: Day 06 Possessive and Plural Nouns
<b>CONTENT STANDARD</b>	<b>NE.LA 2.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 2.1.5.</b>	<b>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</b>
<b>INDICATOR</b>	<b>LA 2.1.5.e.</b>	Locate words and determine meaning using reference materials.  <u>WritingCity</u> • Unit 3b: Day 02 Defining Nouns • Unit 3b: Day 03 Defining Nouns Part 2 • Unit 6: Day 01 Writing Definitions • Unit 6: Day 02 Collective Nouns
<b>CONTENT STANDARD</b>	<b>NE.LA 2.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 2.2.1.</b>	<b>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</b>
<b>INDICATOR</b>	<b>LA 2.2.1.b.</b>	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.  <u>WritingCity</u> • Unit 3a: Day 01 Introducing the 2 Paragraph Planning Sheet • Unit 3a: Day 02

	<p>Plural Nouns</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 03</li></ul> <p>2 Paragraph Planning</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 04</li></ul> <p>Writing 2 Paragraphs</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 05</li></ul> <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 06</li></ul> <p>Revising Checklist</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 07</li></ul> <p>Glows and Grows</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 08</li></ul> <p>Write Informative Text Part 1</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 09</li></ul> <p>Write Informative Text Part 2</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 10</li></ul> <p>Revising Checklist</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 11</li></ul> <p>Formal Writing Assessment: Plan</p> <ul style="list-style-type: none"><li>• Unit 3a: Day 12</li></ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 01</li></ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 02</li></ul> <p>Defining Nouns</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 03</li></ul> <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 04</li></ul> <p>Writing a Conclusion</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 05</li></ul> <p>Varying Sentences</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 06</li></ul> <p>Practicing Planning a 2 Paragraph Piece</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 07</li></ul> <p>Practicing with Short and Long Sentences</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 09</li></ul> <p>Planning</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 12</li></ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 13</li></ul> <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 14</li></ul> <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 15</li></ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"><li>• Unit 3b: Day 17</li></ul> <p>Formal Writing Assessment: Publishing</p> <ul style="list-style-type: none"><li>• Unit 4: Day 01</li></ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"><li>• Unit 4: Day 02</li></ul> <p>Linking Words</p> <ul style="list-style-type: none"><li>• Unit 4: Day 03</li></ul> <p>Reflexive Pronouns</p> <ul style="list-style-type: none"><li>• Unit 4: Day 04</li></ul> <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"><li>• Unit 4: Day 05</li></ul> <p>Peer Revising</p> <ul style="list-style-type: none"><li>• Unit 4: Day 07</li></ul> <p>Planning</p> <ul style="list-style-type: none"><li>• Unit 4: Day 08</li></ul> <p>Contractions</p> <ul style="list-style-type: none"><li>• Unit 4: Day 09</li></ul> <p>Revising and Editing</p> <ul style="list-style-type: none"><li>• Unit 4: Day 10</li></ul> <p>Writing a Letter</p>
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		<ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> <li>Formal Writing Assessment: Planning</li> <li>• Unit 4: Day 12</li> <li>Formal Writing Assessment</li> <li>• Unit 4: Day 13</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>• Unit 6: Day 06</li> <li>4 Paragraph Planning Sheet--Part 1</li> <li>• Unit 6: Day 07</li> <li>4 Paragraph Planning Sheet--Part 2</li> <li>• Unit 6: Day 08</li> <li>Formal Writing Assessment Part 1</li> <li>• Unit 6: Day 09</li> <li>Formal Writing Assessment Part 2</li> </ul>
INDICATOR	LA 2.2.1.c.	<p>Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> <li>Defining Nouns</li> <li>• Unit 3b: Day 03</li> <li>Defining Nouns Part 2</li> <li>• Unit 3b: Day 06</li> <li>Practicing Planning a 2 Paragraph Piece</li> <li>• Unit 3b: Day 07</li> <li>Practicing with Short and Long Sentences</li> <li>• Unit 3b: Day 09</li> <li>Planning</li> <li>• Unit 3b: Day 13</li> <li>Formal Writing Assessment - Part 1</li> <li>• Unit 3b: Day 14</li> <li>Formal Writing Assessment - Part 2</li> <li>• Unit 3b: Day 15</li> <li>Formal Writing Assessment: Revising and Editing</li> <li>• Unit 6: Day 01</li> <li>Writing Definitions</li> <li>• Unit 6: Day 02</li> <li>Collective Nouns</li> <li>• Unit 6: Day 03</li> <li>Adjectives</li> <li>• Unit 6: Day 05</li> <li>Research Resources</li> <li>• Unit 6: Day 06</li> <li>4 Paragraph Planning Sheet--Part 1</li> <li>• Unit 6: Day 07</li> <li>4 Paragraph Planning Sheet--Part 2</li> </ul>
INDICATOR	LA 2.2.1.d.	<p>Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> <li>Traits: Sentence Fluency</li> <li>• Unit 2: Day 04</li> <li>Narrative Writing: Revising for Sentence Fluency</li> <li>• Unit 3a: Day 07</li> <li>Grows and Grows</li> <li>• Unit 3a: Day 08</li> <li>Write Informative Text Part 1</li> <li>• Unit 3a: Day 09</li> <li>Write Informative Text Part 2</li> <li>• Unit 3a: Day 12</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 05</li> <li>Varying Sentences</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <b>Practicing with Short and Long Sentences</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <b>Formal Writing Assessment - Part 1</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <b>Formal Writing Assessment - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b>
INDICATOR	LA 2.2.1.e.	<p>Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <b>Getting Ready to Write: Topics</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <b>Narrative Writing: Revising by Adding Details</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <b>Revising to Add Adjectives and Adverbs</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <b>Revising Checklist</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <b>Grows and Grows</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>Revising Checklist</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <b>Scoring with a Rubric</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>Defining Nouns Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <b>Revising with a Checklist</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <b>Writing 2 Paragraphs</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <b>Formal Writing Assessment: Scoring</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>Revising and Editing with a Checklist</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <b>Peer Revising</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 15</li> </ul> <b>Formal Writing Assessment: Scoring with a Rubric</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <b>Revising to Add Adjectives and Details</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Peer Revision</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <b>Formal Writing Assessment: Revising</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <b>Using Temporal Words</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Formal Writing Assessment: Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Formal Writing Assessment: Scoring with a Rubric</b>
INDICATOR	LA 2.2.1.h.	<b>Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar,</b>

		<p>punctuation, syntax, semantics).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Narrative Writing: Revising by Adding Details</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Revising to Add Adjectives and Adverbs</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Revising Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Revising Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Defining Nouns Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Revising with a Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Writing 2 Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Formal Writing Assessment: Scoring</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Revising and Editing with a Checklist</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Peer Revising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 15</li> </ul> <p>Formal Writing Assessment: Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising to Add Adjectives and Details</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Peer Revision</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Using Temporal Words</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Formal Writing Assessment: Scoring with a Rubric</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 2.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 2.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
<b>INDICATOR</b>	<b>LA 2.2.2.a.</b>	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Traits: Ideas</p>

- Unit 1: Day 03
- Traits: Organization
- Unit 1: Day 04
- Traits: Voice
- Unit 1: Day 06
- Traits: Word Choice
- Unit 2: Day 01
- Narrative Writing: BME
- Unit 2: Day 02
- Narrative Writing: Past Tense Verbs
- Unit 2: Day 03
- Narrative Writing: Review Focus Skills
- Unit 2: Day 05
- Narrative Writing: Revising by Adding Details
- Unit 2: Day 06
- Narrative Writing: Revising to add Thoughts and Feelings
- Unit 2: Day 07
- Narrative Writing: Adjectives and Adverbs
- Unit 2: Day 08
- Narrative Writing: Temporal Words Day 1
- Unit 2: Day 09
- Narrative Writing: Temporal Words Day 2
- Unit 2: Day 11
- Narrative Writing: Formal Writing Assessment Day 1
- Unit 2: Day 12
- Narrative Writing: Formal Writing Assessment Day 2
- Unit 3a: Day 01
- Introducing the 2 Paragraph Planning Sheet
- Unit 3a: Day 02
- Plural Nouns
- Unit 3a: Day 03
- 2 Paragraph Planning
- Unit 3a: Day 04
- Writing 2 Paragraphs
- Unit 3a: Day 05
- Revising to Add Adjectives and Adverbs
- Unit 3a: Day 06
- Revising Checklist
- Unit 3a: Day 07
- Glows and Grows
- Unit 3a: Day 08
- Write Informative Text Part 1
- Unit 3a: Day 09
- Write Informative Text Part 2
- Unit 3a: Day 10
- Revising Checklist
- Unit 3a: Day 11
- Formal Writing Assessment: Plan
- Unit 3a: Day 12
- Formal Writing Assessment
- Unit 3b: Day 01
- Facts and Opinions
- Unit 3b: Day 02
- Defining Nouns
- Unit 3b: Day 03
- Defining Nouns Part 2
- Unit 3b: Day 04
- Writing a Conclusion
- Unit 3b: Day 05
- Varying Sentences
- Unit 3b: Day 06
- Practicing Planning a 2 Paragraph Piece
- Unit 3b: Day 07
- Practicing with Short and Long Sentences
- Unit 3b: Day 09

		<p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Formal Writing Assessment - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Formal Writing Assessment - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Formal Writing Assessment: Revising and Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Formal Writing Assessment: Publishing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>Planning with a Story Strip Day 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Planning with a Story Strip Day 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Writing in the Past Tense Day 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Writing in the Past Tense and Using Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Possessive and Plural Nouns</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Formal Writing Assessment: Planning</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Formal Writing Assessment: Revising</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Using Temporal Words</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>4 Paragraph Planning Sheet--Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>4 Paragraph Planning Sheet--Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Formal Writing Assessment Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Formal Writing Assessment Part 2</p>
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**Nebraska Core Academic Content Standards**

**Language Arts**

Grade: 3 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NE.LA 3.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 3.1.3.</b>	<b>Word Analysis: Students will use phonetic analysis to read and write grade-level text.</b>
<b>INDICATOR</b>	<b>LA 3.1.3.a.</b>	<p>Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing--Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Score and Brainstorm</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Editing and Scoring</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Editing Checklist</p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing and Scoring</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 3.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 3.1.5.</b>	<b>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</b>
<b>INDICATOR</b>	<b>LA 3.1.5.a.</b>	<p>Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>6 Traits: Conventions</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Editing Checklist</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <b>Possessives and Plurals, Oh My!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <b>Score, Plan, &amp; Talk!</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <b>Editing Fables</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>Guided Notes Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <b>Planning Continued</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Ready, Set, Write!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Just Keep Writing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b>
<b>INDICATOR</b>	<b>LA 3.1.5.c.</b>	<p>Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <b>Vocabulary in a Text</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <b>Response to Text- A Taste of Two</b>
<b>INDICATOR</b>	<b>LA 3.1.5.e.</b>	<p>Locate words and determine meaning using reference materials.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>Guided Notes Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Glows and Grows</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 3.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>

<b>STRAND</b>	<b>LA 3.1.6.</b>	<b>Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</b>
<b>INDICATOR</b>	<b>LA 3.1.6.b.</b>	<p>Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Read, Reread, Respond and Score</p>
<b>INDICATOR</b>	<b>LA 3.1.6.d.</b>	<p>Summarize a literary text and/or media, using key details to identify the theme.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> <p>Activate Thinking in Traditional Literature</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> <p>Responses to Text: Comparing Morals</p>
<b>INDICATOR</b>	<b>LA 3.1.6.e.</b>	<p>Determine main ideas and supporting details from informational text and/or media.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text- Comparing Two Texts</p>
<b>INDICATOR</b>	<b>LA 3.1.6.f.</b>	<p>Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Nonfiction Text Feature</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Scoring a Response</p>
<b>INDICATOR</b>	<b>LA 3.1.6.i.</b>	<p>Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response Writing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Off to the RACES</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions and Prompts</p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> 3-2-1- Highlight! <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> Vocabulary in a Text <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Response to Text- A Taste of Two <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> Response to Text- A Persuasive Letter <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> Activate Thinking in Traditional Literature <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> Responses to Text: Comparing Morals <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> Responses to Text: Comparing Morals
INDICATOR	LA 3.1.6.i.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts
INDICATOR	LA 3.1.6.m.	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> Intro to Response Writing <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> Off to the RACES <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> Read, Reread, Respond and Score <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Response to Text- A Taste of Two <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts
INDICATOR	LA 3.1.6.o.	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).  <u>WritingCity</u> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> Vocabulary in a Text <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> Scoring a Response <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> Response to Text- A Taste of Two <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> Response to Text- Comparing Two Texts <ul style="list-style-type: none"> <li>• Unit 5: Day 18</li> </ul> Activate Thinking in Traditional Literature

<b>CONTENT STANDARD</b>	<b>NE.LA 3.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 3.2.1.</b>	<b>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</b>
<b>INDICATOR</b>	<b>LA 3.2.1.b.</b>	<p>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> <li>Informational Writing</li> <li>• Unit 3a: Day 02</li> <li>Paragraphing and Structure</li> <li>• Unit 3a: Day 03</li> <li>Narrative vs. Non-Narrative</li> <li>• Unit 3a: Day 05</li> <li>Introductions and Topic Sentences</li> <li>• Unit 3a: Day 06</li> <li>Paragraphs and Linking Words</li> <li>• Unit 3a: Day 10</li> <li>Teacher Modeling and Planning</li> <li>• Unit 3a: Day 11</li> <li>Special Place</li> <li>• Unit 3a: Day 12</li> <li>Revising with A.R.M.S.</li> <li>• Unit 3a: Day 13</li> <li>Editing and Scoring</li> <li>• Unit 3b: Day 02</li> <li>Becoming Experts</li> <li>• Unit 3b: Day 03</li> <li>Facts, Definitions, and Details</li> <li>• Unit 3b: Day 06</li> <li>Introductions</li> <li>• Unit 3b: Day 09</li> <li>Planning Sheets</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 11</li> <li>Revising with A.R.M.S</li> <li>• Unit 4: Day 01</li> <li>Persuasion Game</li> <li>• Unit 4: Day 02</li> <li>What is Opinion Writing?</li> <li>• Unit 4: Day 04</li> <li>What's Your Opinion?</li> <li>• Unit 4: Day 05</li> <li>5 Square Organizer</li> <li>• Unit 4: Day 06</li> <li>Mini Stories Support Your Thesis</li> <li>• Unit 4: Day 07</li> <li>Uno, Dos, Traits: Scoring with Rubric</li> <li>• Unit 4: Day 08</li> <li>Introductions, Conclusions, &amp; Student Planning</li> <li>• Unit 4: Day 09</li> <li>Formal Writing Assessment</li> <li>• Unit 4: Day 10</li> <li>Revising</li> <li>• Unit 6: Day 04</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Notes Journal</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Glow and Grows</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>5 Square Planning Sheet</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Ready, Set, Write!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Just Keep Writing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b>
<b>INDICATOR</b>	<b>LA 3.2.1.c.</b>	<p>Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <b>Nonfiction Text Feature</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <b>3-2-1- Highlight!</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <b>Vocabulary in a Text</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> </ul> <b>Searching the Internet</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <b>Ready, Set, Highlight</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>Guided Notes Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>Guided Notes Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Glow and Grows</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <b>5 Square Planning Sheet</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Ready, Set, Write!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b>
<b>INDICATOR</b>	<b>LA 3.2.1.d.</b>	<p>Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul> <b>6 Traits: Sentence Fluency</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 09</li> </ul> <b>Getting Ready for Writing</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <b>Revising--Glow and Grows</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <b>Score and Organize</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <b>Uno, Dos, Traits</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <b>Planning Continued</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <b>Ready, Set, Write!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Just Keep Writing</b>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <b>Scoring with a Rubric</b>
<b>INDICATOR</b>	<b>LA 3.2.1.e.</b>	<p>Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <b>Getting Ready to Write: Topics</b> <ul style="list-style-type: none"> <li>• Unit 1: Day 08</li> </ul> <b>Getting Ready for Writing</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <b>Writing the Whole Story</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <b>How to Bait a Reader</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <b>The 6 Traits Rubric</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <b>Writing From Experience</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 13</li> </ul> <b>Scoring with a Rubric</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Editing--Glows and Grows</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <b>Intro to Response Writing</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <b>Off to the RACES</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <b>Writers Respond to Questions and Prompts</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <b>Using the Checklist</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <b>Read, Reread, Respond and Score</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <b>Read, Reread, Respond and Score</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <b>Narrative vs. Non-Narrative</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <b>Introductions and Topic Sentences</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <b>Score and Brainstorm</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>Teacher Modeling and Planning</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <b>Revising with A.R.M.S.</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <b>Editing and Scoring</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <b>Linking and Transition Words</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <b>Planning Sheets</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <b>Revising with A.R.M.S</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Editing Checklist</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <b>Scoring Our Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <b>Scoring a Response</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul>

		<p>5 Square Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing and Scoring</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Moral of the Lesson</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Fable Beginnings</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Fable Planning: Talk it Out</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Editing for Capitals</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Score, Plan, &amp; Talk!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Score, Plan, &amp; Write!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <p>Scoring Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <p>Editing Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Revising Ears</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <p>Reflection and Celebration</p>
INDICATOR	LA 3.2.1.g.	<p>Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Getting Ready to Write: Topics</p>

- Unit 1: Day 08
- Getting Ready for Writing**
- Unit 2: Day 07
- Writing the Whole Story**
- Unit 2: Day 08
- Planning**
- Unit 2: Day 09
- How to Bait a Reader**
- Unit 2: Day 11
- The 6 Traits Rubric**
- Unit 2: Day 12
- Writing From Experience**
- Unit 2: Day 13
- Scoring with a Rubric**
- Unit 2: Day 15
- Editing--Glows and Grows**
- Unit 2: Day 16
- Intro to Response Writing**
- Unit 2: Day 17
- Off to the RACES**
- Unit 2: Day 18
- Writers Respond to Questions and Prompts**
- Unit 2: Day 19
- Using the Checklist**
- Unit 2: Day 20
- Read, Reread, Respond and Score**
- Unit 2: Day 21
- Read, Reread, Respond and Score**
- Unit 3a: Day 03
- Narrative vs. Non-Narrative**
- Unit 3a: Day 04
- Voice**
- Unit 3a: Day 05
- Introductions and Topic Sentences**
- Unit 3a: Day 09
- Score and Brainstorm**
- Unit 3a: Day 10
- Teacher Modeling and Planning**
- Unit 3a: Day 12
- Revising with A.R.M.S.**
- Unit 3a: Day 13
- Editing and Scoring**
- Unit 3b: Day 04
- Linking and Transition Words**
- Unit 3b: Day 09
- Planning Sheets**
- Unit 3b: Day 11
- Revising with A.R.M.S**
- Unit 3b: Day 12
- Editing Checklist**
- Unit 3b: Day 13
- Scoring Our Writing**
- Unit 3b: Day 17
- Scoring a Response**
- Unit 3b: Day 18
- Scoring a Response**
- Unit 4: Day 05
- 5 Square Organizer**
- Unit 4: Day 10
- Revising**
- Unit 4: Day 11
- Editing and Scoring**
- Unit 4: Day 12
- Response to Text- A Taste of Two**
- Unit 4: Day 13

		<p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text- A Persuasive Letter</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Fables and Focus</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Action Words</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Moral of the Lesson</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Fable Beginnings</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Fable Planning: Talk it Out</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Possessives and Plurals, Oh My!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Editing for Capitals</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Score, Plan, &amp; Talk!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Score, Plan, &amp; Write!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> <p>Scoring Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> <p>Revising Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 17</li> </ul> <p>Editing Fables</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 19</li> </ul> <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 20</li> </ul> <p>Responses to Text: Comparing Morals</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> </ul> <p>Start by Choosing a Topic</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Notes Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glow and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>5 Square Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Revising Ears</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <p>Reflection and Celebration</p>
INDICATOR	LA 3.2.1.h.	<p>Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Getting Ready to Write: Topics</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 08</li> </ul> <p>Getting Ready for Writing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Writing the Whole Story</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul>

		<p>How to Bait a Reader • Unit 2: Day 11</p> <p>The 6 Traits Rubric • Unit 2: Day 12</p> <p>Writing From Experience • Unit 2: Day 13</p> <p>Scoring with a Rubric • Unit 2: Day 15</p> <p>Editing--Glows and Grows • Unit 2: Day 16</p> <p>Intro to Response Writing • Unit 2: Day 17</p> <p>Off to the RACES • Unit 2: Day 18</p> <p>Writers Respond to Questions and Prompts • Unit 2: Day 19</p> <p>Using the Checklist • Unit 2: Day 20</p> <p>Read, Reread, Respond and Score • Unit 2: Day 21</p> <p>Read, Reread, Respond and Score • Unit 3a: Day 03</p> <p>Narrative vs. Non-Narrative • Unit 3a: Day 04</p> <p>Voice • Unit 3a: Day 05</p> <p>Introductions and Topic Sentences • Unit 3a: Day 09</p> <p>Score and Brainstorm • Unit 3a: Day 10</p> <p>Teacher Modeling and Planning • Unit 3a: Day 12</p> <p>Revising with A.R.M.S. • Unit 3a: Day 13</p> <p>Editing and Scoring • Unit 3b: Day 04</p> <p>Linking and Transition Words • Unit 3b: Day 09</p> <p>Planning Sheets • Unit 3b: Day 11</p> <p>Revising with A.R.M.S. • Unit 3b: Day 12</p> <p>Editing Checklist • Unit 3b: Day 13</p> <p>Scoring Our Writing • Unit 3b: Day 17</p> <p>Scoring a Response • Unit 3b: Day 18</p> <p>Scoring a Response • Unit 4: Day 05</p> <p>5 Square Organizer • Unit 4: Day 10</p> <p>Revising • Unit 4: Day 11</p> <p>Editing and Scoring • Unit 4: Day 12</p> <p>Response to Text- A Taste of Two • Unit 4: Day 13</p> <p>Response to Text- Comparing Two Texts • Unit 4: Day 14</p> <p>Response to Text- A Persuasive Letter • Unit 5: Day 03</p> <p>Planning Wheels • Unit 5: Day 04</p> <p>Fables and Focus</p>
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		<ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> <li>Action Words</li> <li>• Unit 5: Day 06</li> <li>Moral of the Lesson</li> <li>• Unit 5: Day 07</li> <li>Fable Beginnings</li> <li>• Unit 5: Day 08</li> <li>Fable Planning: Talk it Out</li> <li>• Unit 5: Day 10</li> <li>Possessives and Plurals, Oh My!</li> <li>• Unit 5: Day 11</li> <li>Editing for Capitals</li> <li>• Unit 5: Day 12</li> <li>Score, Plan, &amp; Talk!</li> <li>• Unit 5: Day 13</li> <li>Score, Plan, &amp; Write!</li> <li>• Unit 5: Day 14</li> <li>Formal Writing Assessment</li> <li>• Unit 5: Day 15</li> <li>Scoring Fables</li> <li>• Unit 5: Day 16</li> <li>Revising Fables</li> <li>• Unit 5: Day 17</li> <li>Editing Fables</li> <li>• Unit 5: Day 19</li> <li>Responses to Text: Comparing Morals</li> <li>• Unit 5: Day 20</li> <li>Responses to Text: Comparing Morals</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 06</li> <li>Guided Notes Journal</li> <li>• Unit 6: Day 07</li> <li>Glows and Grows</li> <li>• Unit 6: Day 08</li> <li>5 Square Planning Sheet</li> <li>• Unit 6: Day 12</li> <li>Revising Ears</li> <li>• Unit 6: Day 13</li> <li>Editing Glasses</li> <li>• Unit 6: Day 14</li> <li>Scoring with a Rubric</li> <li>• Unit 6: Day 16</li> <li>Reflection and Celebration</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 3.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 3.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
<b>INDICATOR</b>	<b>LA 3.2.2.a.</b>	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> <li>6 Traits: Ideas</li> <li>• Unit 1: Day 03</li> <li>6 Traits: Organization</li> <li>• Unit 1: Day 04</li> <li>6 Traits: Voice</li> <li>• Unit 1: Day 08</li> <li>Getting Ready for Writing</li> <li>• Unit 2: Day 02</li> <li>Adverbs</li> <li>• Unit 2: Day 03</li> </ul>

Dialogue=Detail  
 • Unit 2: Day 04  
 Using Dialogue to Develop Characters  
 • Unit 2: Day 05  
 Sequencing and Linking Words  
 • Unit 2: Day 06  
 Writing with Emotion  
 • Unit 2: Day 07  
 Writing the Whole Story  
 • Unit 2: Day 08  
 Planning  
 • Unit 2: Day 09  
 How to Bait a Reader  
 • Unit 2: Day 10  
 Catchy Closures  
 • Unit 2: Day 12  
 Writing From Experience  
 • Unit 2: Day 14  
 Revising--Glows and Grows  
 • Unit 2: Day 16  
 Intro to Response Writing  
 • Unit 2: Day 17  
 Off to the RACES  
 • Unit 2: Day 18  
 Writers Respond to Questions and Prompts  
 • Unit 2: Day 19  
 Using the Checklist  
 • Unit 2: Day 20  
 Read, Reread, Respond and Score  
 • Unit 2: Day 21  
 Read, Reread, Respond and Score  
 • Unit 3a: Day 01  
 Informational Writing  
 • Unit 3a: Day 02  
 Paragraphing and Structure  
 • Unit 3a: Day 03  
 Narrative vs. Non-Narrative  
 • Unit 3a: Day 04  
 Voice  
 • Unit 3a: Day 05  
 Introductions and Topic Sentences  
 • Unit 3a: Day 06  
 Paragraphs and Linking Words  
 • Unit 3a: Day 10  
 Teacher Modeling and Planning  
 • Unit 3a: Day 11  
 Special Place  
 • Unit 3a: Day 12  
 Revising with A.R.M.S.  
 • Unit 3a: Day 13  
 Editing and Scoring  
 • Unit 3b: Day 02  
 Becoming Experts  
 • Unit 3b: Day 03  
 Facts, Definitions, and Details  
 • Unit 3b: Day 06  
 Introductions  
 • Unit 3b: Day 09  
 Planning Sheets  
 • Unit 3b: Day 10  
 Formal Writing Assessment  
 • Unit 3b: Day 11  
 Revising with A.R.M.S  
 • Unit 3b: Day 17  
 Scoring a Response

- Unit 3b: Day 18
- Scoring a Response
- Unit 4: Day 05
- 5 Square Organizer
- Unit 4: Day 07
- Uno, Dos, Traits: Scoring with Rubric
- Unit 4: Day 08
- Introductions, Conclusions, & Student Planning
- Unit 4: Day 09
- Formal Writing Assessment
- Unit 4: Day 10
- Revising
- Unit 4: Day 11
- Editing and Scoring
- Unit 4: Day 12
- Response to Text- A Taste of Two
- Unit 4: Day 13
- Response to Text- Comparing Two Texts
- Unit 4: Day 14
- Response to Text- A Persuasive Letter
- Unit 5: Day 02
- What is a Fable?
- Unit 5: Day 03
- Planning Wheels
- Unit 5: Day 06
- Moral of the Lesson
- Unit 5: Day 07
- Fable Beginnings
- Unit 5: Day 08
- Fable Planning: Talk it Out
- Unit 5: Day 09
- Linking and Transition Words
- Unit 5: Day 10
- Possessives and Plurals, Oh My!
- Unit 5: Day 11
- Editing for Capitals
- Unit 5: Day 12
- Score, Plan, & Talk!
- Unit 5: Day 13
- Score, Plan, & Write!
- Unit 5: Day 14
- Formal Writing Assessment
- Unit 5: Day 15
- Scoring Fables
- Unit 5: Day 16
- Revising Fables
- Unit 5: Day 19
- Responses to Text: Comparing Morals
- Unit 5: Day 20
- Responses to Text: Comparing Morals
- Unit 6: Day 04
- Guided Notes Journal
- Unit 6: Day 05
- Paraphrasing
- Unit 6: Day 06
- Guided Notes Journal
- Unit 6: Day 07
- Glows and Grows
- Unit 6: Day 08
- 5 Square Planning Sheet
- Unit 6: Day 10
- Ready, Set, Write!
- Unit 6: Day 11
- Just Keep Writing
- Unit 6: Day 12

		Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
INDICATOR	LA 3.2.2.c.	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.  <u>WritingCity</u> • Unit 6: Day 01 Start by Choosing a Topic • Unit 6: Day 02 Searching the Internet • Unit 6: Day 03 Ready, Set, Highlight • Unit 6: Day 04 Guided Notes Journal • Unit 6: Day 05 Paraphrasing • Unit 6: Day 06 Guided Notes Journal • Unit 6: Day 07 Glows and Grows • Unit 6: Day 08 5 Square Planning Sheet • Unit 6: Day 10 Ready, Set, Write! • Unit 6: Day 11 Just Keep Writing • Unit 6: Day 12 Revising Ears • Unit 6: Day 13 Editing Glasses • Unit 6: Day 14 Scoring with a Rubric
CONTENT STANDARD	NE.LA 3.3.	Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.
STRAND	LA 3.3.1.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
INDICATOR	LA 3.3.1.a.	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.  <u>WritingCity</u> • Unit 2: Day 06 Writing with Emotion • Unit 2: Day 14 Revising--Glows and Grows • Unit 3a: Day 04 Voice • Unit 3a: Day 11 Special Place • Unit 3a: Day 12 Revising with A.R.M.S. • Unit 3b: Day 05 Voice and Word Choice • Unit 3b: Day 06 Introductions • Unit 3b: Day 09 Planning Sheets • Unit 3b: Day 10 Formal Writing Assessment

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> Revising with A.R.M.S <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> Uno, Dos, Traits: Scoring with Rubric <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> Revising <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> Action Words <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> Fable Beginnings <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> Scoring Fables <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> Revising Fables
INDICATOR	LA 3.3.1.b.	<p>Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> Writing with Emotion <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> Revising--Glows and Grows <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> Voice <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> Special Place <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> Revising with A.R.M.S. <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> Voice and Word Choice <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> Introductions <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> Planning Sheets <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> Revising with A.R.M.S <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> Uno, Dos, Traits: Scoring with Rubric <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> Revising <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> Action Words <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> Fable Beginnings <ul style="list-style-type: none"> <li>• Unit 5: Day 14</li> </ul> Formal Writing Assessment <ul style="list-style-type: none"> <li>• Unit 5: Day 15</li> </ul> Scoring Fables <ul style="list-style-type: none"> <li>• Unit 5: Day 16</li> </ul> Revising Fables
CONTENT STANDARD	NE.LA 3.4.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.
STRAND	LA 3.4.1.	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

INDICATOR	LA 3.4.1.a.	<p>Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>3-2-1- Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Vocabulary in a Text</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Scoring a Response</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text- A Taste of Two</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text- Comparing Two Texts</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text- A Persuasive Letter</p>
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**Nebraska Core Academic Content Standards**

**Language Arts**

Grade: 4 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NE.LA 4.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 4.1.3.</b>	<b>Word Analysis: Students will use phonetic analysis to read and write grade-level text.</b>
INDICATOR	LA 4.1.3.a.	<p>Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>6 Traits: Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Scoring With A Rubric - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Glows and Grows - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Editing With A Checklist</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 4.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 4.1.5.</b>	<b>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</b>
INDICATOR	LA 4.1.5.c.	<p>Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p>
INDICATOR	LA 4.1.5.d.	<p>Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>6 Traits: Word Choice</li> <li>• Unit 1: Day 07</li> <li>6 Traits: Conventions</li> <li>• Unit 2: Day 03</li> <li>Honoring Good Writing With Revision</li> <li>• Unit 2: Day 10</li> <li>Scoring With A Rubric - Part 2</li> <li>• Unit 3a: Day 06</li> <li>Glows and Grows - Part 1</li> <li>• Unit 3a: Day 07</li> <li>Glows and Grows - Part 2</li> <li>• Unit 3a: Day 10</li> <li>Editing With A Checklist</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing</li> <li>• Unit 4: Day 10</li> <li>Editing Glasses</li> <li>• Unit 5: Day 09</li> <li>Editing</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 4.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 4.1.6.</b>	<b>Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</b>
<b>INDICATOR</b>	<b>LA 4.1.6.b.</b>	<p>Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>Intro to Response to Text</li> <li>• Unit 2: Day 20</li> <li>Read, Reread and Respond</li> <li>• Unit 2: Day 21</li> <li>Reread, Respond and Score</li> <li>• Unit 3b: Day 15</li> <li>Response Writing and Text Features</li> <li>• Unit 3b: Day 17</li> <li>Nonfiction Choice Cards</li> <li>• Unit 5: Day 05</li> <li>Dialogue and Punctuation</li> </ul>
<b>INDICATOR</b>	<b>LA 4.1.6.c.</b>	<p>Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>6 Traits: Word Choice</li> <li>• Unit 1: Day 08</li> <li>Getting Ready for Core Writing</li> <li>• Unit 1: Day 09</li> <li>Getting Ready for Core Writing</li> <li>• Unit 3a: Day 09</li> <li>Revising for Similes and Sensory Details</li> </ul>
<b>INDICATOR</b>	<b>LA 4.1.6.d.</b>	<p>Summarize a literary text and/or media, using key details to identify the theme.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> <li>Intro to Response to Text</li> <li>• Unit 2: Day 17</li> <li>Ways Writers Respond to Reading</li> <li>• Unit 2: Day 18</li> </ul>

		<p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p>
INDICATOR	LA 4.1.6.e.	<p>Determine main ideas and supporting details from informational text and/or media.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
INDICATOR	LA 4.1.6.f.	<p>Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p>
INDICATOR	LA 4.1.6.i.	<p>Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul>

		<p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
INDICATOR	LA 4.1.6.j.	<p>Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p>
INDICATOR	LA 4.1.6.i.	<p>Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p>
INDICATOR	LA 4.1.6.m.	<p>Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p>
INDICATOR	LA 4.1.6.n.	<p>Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.</p>

		<p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Nonfiction Text Summaries</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p>
INDICATOR	LA 4.1.6.o.	<p>Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Response Writing and Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 17</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 18</li> </ul> <p>Nonfiction Response and Score- Day 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 19</li> </ul> <p>Nonfiction Response and Score- Day 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>What Do We Think of Zoos?</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Ready, Set, Highlight!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 4.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 4.2.1.</b>	<b>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</b>
INDICATOR	LA 4.2.1.a.	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

		<p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p><b>Topics I Can Write About</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p><b>Formal Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p><b>Glows and Grows - Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p><b>Focus Skill Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p><b>Domain-Specific Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p><b>Formal Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p><b>Verbs, Verbs, Verbs!</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p><b>Revising with A.R.M.S.</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p><b>Analyzing the Student Sample</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p><b>Formal Writing: Opinion Piece - Part 1</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p><b>Paraphrasing</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p><b>Guided Note-Taking Journal - Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p><b>Finishing the Journal</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p><b>Glows and Grows</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p><b>Guided Note-Taking Journal - Part 3</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p><b>Planning Continued</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p><b>Ready, Set, Write!</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p><b>Just Keep Writing, Just Keep Writing!</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p><b>Formal Writing: Research Piece - Part 1</b></p>
<p><b>INDICATOR</b></p>	<p><b>LA 4.2.1.b.</b></p>	<p>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p><b>WritingCity</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p><b>5 Square</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p><b>Using the Planning Sheet</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p><b>Formal Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p><b>Focus Skill Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p><b>Domain-Specific Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p><b>Formal Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p><b>Verbs, Verbs, Verbs!</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p><b>Revising with A.R.M.S.</b></p>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 01</li> <li>Fact vs. Opinion</li> <li>• Unit 4: Day 02</li> <li>What Do We Think of Zoos?</li> <li>• Unit 4: Day 03</li> <li>5 Square Paragraph Planning</li> <li>• Unit 4: Day 04</li> <li>Let the Planning Begin!</li> <li>• Unit 4: Day 05</li> <li>Opinions, Transitions, and Leads, Oh My!</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
INDICATOR	LA 4.2.1.c.	<p>Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> <li>Nonfiction Text Summaries</li> <li>• Unit 3b: Day 18</li> <li>Nonfiction Response and Score- Day 1</li> <li>• Unit 3b: Day 19</li> <li>Nonfiction Response and Score- Day 2</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Finishing the Journal</b>
INDICATOR	LA 4.2.1.d.	<p>Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <b>6 Traits: Conventions</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <b>Scoring With A Rubric - Part 2</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <b>5 Square</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <b>Editing With A Checklist</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <b>5 Square Paragraphs</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <b>Focus Skill Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <b>Domain-Specific Vocabulary</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <b>Formal Writing</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <b>Verbs, Verbs, Verbs!</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Revising with A.R.M.S.</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <b>Revising Ears</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <b>Editing Glasses</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <b>What is a Legend?</b> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <b>Editing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <b>Ready, Set, Write!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <b>Just Keep Writing, Just Keep Writing!</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <b>Formal Writing: Research Piece - Part 1</b>
INDICATOR	LA 4.2.1.e.	<p>Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <b>Topics I Can Write About</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <b>Honoring Good Writing With Revision</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <b>Transitioning Smoothly</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <b>A Character's Voice</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <b>The Conventions of Dialogue</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 13</li> </ul> <b>Scoring Your Own Writing</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <b>Revising and Editing</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <b>Scoring Your Own Writing</b>

- Unit 2: Day 16
- Intro to Response to Text
- Unit 2: Day 17
- Ways Writers Respond to Reading
- Unit 2: Day 18
- Writers Respond to Questions & Prompts
- Unit 2: Day 19
- Writers Respond Through Opinions
- Unit 2: Day 20
- Read, Reread and Respond
- Unit 2: Day 21
- Reread, Respond and Score
- Unit 3a: Day 03
- Using the Planning Sheet
- Unit 3a: Day 04
- Formal Writing
- Unit 3a: Day 05
- Reworking Conclusions
- Unit 3a: Day 06
- Glows and Grows - Part 1
- Unit 3a: Day 07
- Glows and Grows - Part 2
- Unit 3a: Day 08
- Revising Strong Leads
- Unit 3a: Day 09
- Revising for Similes and Sensory Details
- Unit 3a: Day 10
- Editing With A Checklist
- Unit 3b: Day 01
- Technological Innovations
- Unit 3b: Day 02
- 5 Square Paragraphs
- Unit 3b: Day 08
- Revising
- Unit 3b: Day 09
- Scoring Practice
- Unit 3b: Day 10
- Formal Writing
- Unit 3b: Day 11
- Verbs, Verbs, Verbs!
- Unit 3b: Day 12
- Revising with A.R.M.S.
- Unit 3b: Day 13
- Editing
- Unit 3b: Day 14
- Time to Reflect
- Unit 4: Day 04
- Let the Planning Begin!
- Unit 4: Day 05
- Opinions, Transitions, and Leads, Oh My!
- Unit 4: Day 06
- Analyzing the Student Sample
- Unit 4: Day 09
- Revising Ears
- Unit 4: Day 10
- Editing Glasses
- Unit 4: Day 11
- Scoring Our Writing
- Unit 4: Day 12
- Response to Text - Idea Swap
- Unit 4: Day 14
- Response to Text - Persuasive Letter - Part 2
- Unit 5: Day 06
- Uno, Dos, Traits!
- Unit 5: Day 08

		<p>Check-in and Write!  • Unit 5: Day 09  Editing  • Unit 5: Day 11  Rubric and Reflect  • Unit 5: Day 13  Compare and Contrast  • Unit 6: Day 04  Guided Note-Taking Journal - Part 1  • Unit 6: Day 09  Guided Note-Taking Journal - Part 3  • Unit 6: Day 10  Planning Continued  • Unit 6: Day 11  Ready, Set, Write!  • Unit 6: Day 12  Just Keep Writing, Just Keep Writing!  • Unit 6: Day 13  Formal Writing: Research Piece - Part 1  • Unit 6: Day 14  Formal Writing: Research Piece - Part 2  • Unit 6: Day 15  Editing Glasses  • Unit 6: Day 16  Technology Publishing  • Unit 6: Day 17  Finishing the Race!</p>
INDICATOR	LA 4.2.1.g.	<p>Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p><u>WritingCity</u>  • Unit 1: Day 01  Topics I Can Write About  • Unit 2: Day 03  Honoring Good Writing With Revision  • Unit 2: Day 05  Transitioning Smoothly  • Unit 2: Day 06  A Character's Voice  • Unit 2: Day 07  The Conventions of Dialogue  • Unit 2: Day 11  Planning  • Unit 2: Day 13  Scoring Your Own Writing  • Unit 2: Day 14  Revising and Editing  • Unit 2: Day 15  Scoring Your Own Writing  • Unit 2: Day 16  Intro to Response to Text  • Unit 2: Day 17  Ways Writers Respond to Reading  • Unit 2: Day 18  Writers Respond to Questions &amp; Prompts  • Unit 2: Day 19  Writers Respond Through Opinions  • Unit 2: Day 20  Read, Reread and Respond  • Unit 2: Day 21  Reread, Respond and Score  • Unit 3a: Day 03  Using the Planning Sheet  • Unit 3a: Day 04  Formal Writing</p>

- Unit 3a: Day 05
- Reworking Conclusions
- Unit 3a: Day 06
- Glows and Grows - Part 1
- Unit 3a: Day 07
- Glows and Grows - Part 2
- Unit 3a: Day 08
- Revising Strong Leads
- Unit 3a: Day 09
- Revising for Similes and Sensory Details
- Unit 3a: Day 10
- Editing With A Checklist
- Unit 3b: Day 01
- Technological Innovations
- Unit 3b: Day 02
- 5 Square Paragraphs
- Unit 3b: Day 08
- Revising
- Unit 3b: Day 09
- Scoring Practice
- Unit 3b: Day 10
- Formal Writing
- Unit 3b: Day 11
- Verbs, Verbs, Verbs!
- Unit 3b: Day 12
- Revising with A.R.M.S.
- Unit 3b: Day 13
- Editing
- Unit 3b: Day 14
- Time to Reflect
- Unit 4: Day 04
- Let the Planning Begin!
- Unit 4: Day 05
- Opinions, Transitions, and Leads, Oh My!
- Unit 4: Day 06
- Analyzing the Student Sample
- Unit 4: Day 09
- Revising Ears
- Unit 4: Day 10
- Editing Glasses
- Unit 4: Day 11
- Scoring Our Writing
- Unit 4: Day 12
- Response to Text - Idea Swap
- Unit 4: Day 14
- Response to Text - Persuasive Letter - Part 2
- Unit 5: Day 06
- Uno, Dos, Traits!
- Unit 5: Day 08
- Check-in and Write!
- Unit 5: Day 09
- Editing
- Unit 5: Day 11
- Rubric and Reflect
- Unit 5: Day 13
- Compare and Contrast
- Unit 6: Day 04
- Guided Note-Taking Journal - Part 1
- Unit 6: Day 09
- Guided Note-Taking Journal - Part 3
- Unit 6: Day 10
- Planning Continued
- Unit 6: Day 11
- Ready, Set, Write!
- Unit 6: Day 12

		<p><b>Just Keep Writing, Just Keep Writing!</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p><b>Formal Writing: Research Piece - Part 1</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p><b>Formal Writing: Research Piece - Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p><b>Editing Glasses</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <p><b>Technology Publishing</b></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 17</li> </ul> <p><b>Finishing the Race!</b></p>
<p><b>INDICATOR</b></p>	<p><b>LA 4.2.1.h.</b></p>	<p><b>Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</b></p> <p><u><b>WritingCity</b></u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p><b>Topics I Can Write About</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p><b>Honoring Good Writing With Revision</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p><b>Transitioning Smoothly</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 06</li> </ul> <p><b>A Character's Voice</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p><b>The Conventions of Dialogue</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 13</li> </ul> <p><b>Scoring Your Own Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p><b>Revising and Editing</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p><b>Scoring Your Own Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p><b>Intro to Response to Text</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p><b>Ways Writers Respond to Reading</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p><b>Writers Respond to Questions &amp; Prompts</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p><b>Writers Respond Through Opinions</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p><b>Read, Reread and Respond</b></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p><b>Reread, Respond and Score</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p><b>Using the Planning Sheet</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p><b>Formal Writing</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p><b>Reworking Conclusions</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p><b>Glows and Grows - Part 1</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p><b>Glows and Grows - Part 2</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p><b>Revising Strong Leads</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p><b>Revising for Similes and Sensory Details</b></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p><b>Editing With A Checklist</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p><b>Technological Innovations</b></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul>

		<p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Scoring Practice</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Time to Reflect</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>Let the Planning Begin!</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Opinions, Transitions, and Leads, Oh My!</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising Ears</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Scoring Our Writing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Check-in and Write!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Rubric and Reflect</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>Guided Note-Taking Journal - Part 3</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Formal Writing: Research Piece - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing Glasses</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <p>Technology Publishing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 17</li> </ul> <p>Finishing the Race!</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 4.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 4.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>

INDICATOR	LA 4.2.2.a.	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 02</li> </ul> <p>Ideas</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 03</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 09</li> </ul> <p>Scoring With A Rubric - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 11</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 12</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Writers Respond to Questions &amp; Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Read, Reread and Respond</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Reread, Respond and Score</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <p>5 Square</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 03</li> </ul> <p>Using the Planning Sheet</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>Definitions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Focus Skill Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Domain-Specific Vocabulary</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Formal Writing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Verbs, Verbs, Verbs!</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <p>Revising with A.R.M.S.</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>5 Square Paragraph Planning</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Response to Text - Idea Swap</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text - Persuasive Letter - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text - Persuasive Letter - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> </ul> <p>What is a Legend?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 03</li> </ul> <p>1st or 3rd Person Narrators</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Check-in and Write!</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Compare Characters</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Text</p>
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		<ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> <li>Compare and Contrast</li> <li>• Unit 6: Day 01</li> <li>Start by Choosing a Topic</li> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
INDICATOR	LA 4.2.2.c.	<p>Conduct and publish research projects to answer questions or solve problems using multiple resources to support thesees.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 02</li> <li>Searching the Internet</li> <li>• Unit 6: Day 03</li> <li>Ready, Set, Highlight!</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> </ul>
INDICATOR	LA 4.2.2.d.	<p>Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> <li>Formal Writing</li> <li>• Unit 3a: Day 07</li> <li>Glows and Grows - Part 2</li> <li>• Unit 3b: Day 03</li> <li>Definitions</li> <li>• Unit 3b: Day 05</li> <li>Focus Skill Writing</li> <li>• Unit 3b: Day 06</li> <li>Domain-Specific Vocabulary</li> <li>• Unit 3b: Day 10</li> <li>Formal Writing</li> <li>• Unit 3b: Day 11</li> <li>Verbs, Verbs, Verbs!</li> <li>• Unit 3b: Day 12</li> <li>Revising with A.R.M.S.</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Guided Note-Taking Journal - Part 2</li> <li>• Unit 6: Day 07</li> <li>Finishing the Journal</li> <li>• Unit 6: Day 08</li> <li>Glows and Grows</li> <li>• Unit 6: Day 09</li> <li>Guided Note-Taking Journal - Part 3</li> <li>• Unit 6: Day 10</li> <li>Planning Continued</li> <li>• Unit 6: Day 11</li> <li>Ready, Set, Write!</li> <li>• Unit 6: Day 12</li> <li>Just Keep Writing, Just Keep Writing!</li> <li>• Unit 6: Day 13</li> <li>Formal Writing: Research Piece - Part 1</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 4.3.</b>	<b>Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>
<b>STRAND</b>	<b>LA 4.3.1.</b>	<b>Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</b>
<b>INDICATOR</b>	<b>LA 4.3.1.a.</b>	<p>Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> <li>6 Traits: Word Choice</li> <li>• Unit 2: Day 01</li> <li>Strong Verbs</li> <li>• Unit 2: Day 02</li> <li>Strong vs. Weak Verbs</li> <li>• Unit 2: Day 03</li> <li>Honoring Good Writing With Revision</li> <li>• Unit 2: Day 04</li> <li>Writing With Sensory Details</li> <li>• Unit 2: Day 05</li> <li>Transitioning Smoothly</li> <li>• Unit 3a: Day 09</li> <li>Revising for Similes and Sensory Details</li> <li>• Unit 4: Day 06</li> <li>Analyzing the Student Sample</li> <li>• Unit 4: Day 07</li> <li>Formal Writing: Opinion Piece - Part 1</li> <li>• Unit 4: Day 08</li> <li>Formal Writing: Opinion Piece - Part 2</li> <li>• Unit 4: Day 09</li> <li>Revising Ears</li> <li>• Unit 5: Day 02</li> <li>Descriptive Words and Progressive Verb Tenses</li> <li>• Unit 5: Day 04</li> <li>Legend Planning Wheels</li> <li>• Unit 5: Day 06</li> <li>Uno, Dos, Traits!</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> </ul>

		<p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>
INDICATOR	LA 4.3.1.b.	<p>Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>6 Traits: Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 01</li> </ul> <p>Strong Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 02</li> </ul> <p>Strong vs. Weak Verbs</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 03</li> </ul> <p>Honoring Good Writing With Revision</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 04</li> </ul> <p>Writing With Sensory Details</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 05</li> </ul> <p>Transitioning Smoothly</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Revising for Similes and Sensory Details</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 06</li> </ul> <p>Analyzing the Student Sample</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 07</li> </ul> <p>Formal Writing: Opinion Piece - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Formal Writing: Opinion Piece - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Revising Ears</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 02</li> </ul> <p>Descriptive Words and Progressive Verb Tenses</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>Legend Planning Wheels</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Uno, Dos, Traits!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Guided Note-Taking Journal - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Finishing the Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Glows and Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Planning Continued</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Ready, Set, Write!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Just Keep Writing, Just Keep Writing!</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing: Research Piece - Part 1</p>

**Language Arts**  
Grade: 5 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NE.LA 5.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 5.1.3.</b>	<b>Word Analysis: Students will use phonetic analysis to read and write grade-level text.</b>
<b>INDICATOR</b>	<b>LA 5.1.3.a.</b>	<p>Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 07</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 06</li> </ul> <p>Carly's Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p>
<b>CONTENT STANDARD</b>	<b>NE.LA 5.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 5.1.5.</b>	<b>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</b>
<b>INDICATOR</b>	<b>LA 5.1.5.a.</b>	<p>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p>
<b>INDICATOR</b>	<b>LA 5.1.5.d.</b>	<p>Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising Part 1</p>
<b>INDICATOR</b>	<b>LA 5.1.5.e.</b>	<p>Determine meaning using reference materials.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 06</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p>Definitions and Details</p>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <b>5 Square Paragraphs</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 5.1.</b>	<b>Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>
<b>STRAND</b>	<b>LA 5.1.6.</b>	<b>Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</b>
<b>INDICATOR</b>	<b>LA 5.1.6.a.</b>	<p>Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <b>Response to Text: Planning Template</b>
<b>INDICATOR</b>	<b>LA 5.1.6.b.</b>	<p>Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul> <b>Response to Historical Fiction Text</b>
<b>INDICATOR</b>	<b>LA 5.1.6.c.</b>	<p>Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <b>Revising Part 2</b>
<b>INDICATOR</b>	<b>LA 5.1.6.d.</b>	<p>Summarize and analyze a literary text and/or media, using key details to explain the theme.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 5: Day 12</li> <li>• Unit 5: Day 13</li> </ul> <b>Ways Writers Respond to Reading</b> <b>Writers Respond to Questions and Prompts</b> <b>Read, Reread, Respond, and Score</b> <b>Response to Historical Fiction Text</b>
<b>INDICATOR</b>	<b>LA 5.1.6.e.</b>	<p>Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>• Unit 2: Day 19</li> <li>• Unit 2: Day 21</li> <li>• Unit 2: Day 22</li> <li>• Unit 3a: Day 02</li> <li>• Unit 3b: Day 12</li> <li>• Unit 3b: Day 13</li> </ul> <b>Intro to Response to Text</b> <b>Writers Respond to Questions and Prompts</b> <b>Read, Reread, Respond, and Score</b> <b>Purpose and Proof</b> <b>Text Features, Main Ideas, and Details</b>

		<p>Nonfiction Text Features</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <p>Nonfiction Choice Cards</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Fact/Opinion T-Chart</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <p>Facts and Opinions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Main Ideas &amp; Important Facts</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Introducing the Rubric</p>
INDICATOR	LA 5.1.6.h.	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <p>Respond to Nonfiction Texts and Score</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p>
INDICATOR	LA 5.1.6.i.	<p>Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.</p> <p><u>WritingCity</u></p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> <li>Intro to Response to Text</li> <li>• Unit 2: Day 18</li> <li>Ways Writers Respond to Reading</li> <li>• Unit 2: Day 19</li> <li>Writers Respond to Questions and Prompts</li> <li>• Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 3a: Day 02</li> <li>Purpose and Proof</li> <li>• Unit 3b: Day 12</li> <li>Text Features, Main Ideas, and Details</li> <li>• Unit 3b: Day 13</li> <li>Nonfiction Text Features</li> <li>• Unit 3b: Day 14</li> <li>Nonfiction Choice Cards</li> <li>• Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 4: Day 02</li> <li>Fact/Opinion T-Chart</li> <li>• Unit 4: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 4: Day 04</li> <li>5 Square Paragraph Graphic Organizer</li> <li>• Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>• Unit 4: Day 13</li> <li>Response to Text: Two of a Kind</li> <li>• Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>• Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>• Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>• Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>• Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>• Unit 6: Day 08</li> <li>Introducing the Rubric</li> </ul>
INDICATOR	LA 5.1.6.I.	<p>Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 3b: Day 16</li> <li>Respond to Nonfiction Texts and Score</li> <li>• Unit 4: Day 13</li> <li>Response to Text: Two of a Kind</li> <li>• Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>• Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>Guided Note-Taking Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>Analyzing a Peer's Work</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Glows &amp; Grows</b>
INDICATOR	LA 5.1.6.m.	<p>Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <b>Intro to Response to Text</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <b>Ways Writers Respond to Reading</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <b>Writers Respond to Questions and Prompts</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <b>Read, Reread, Respond, and Score</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <b>Read, Reread, Respond, and Score</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <b>Guided Note-Taking Journal</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <b>Analyzing a Peer's Work</b> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <b>Glows &amp; Grows</b>
INDICATOR	LA 5.1.6.o.	<p>Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <b>Intro to Response to Text</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <b>Ways Writers Respond to Reading</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <b>Writers Respond to Questions and Prompts</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <b>Read, Reread, Respond, and Score</b> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <b>Read, Reread, Respond, and Score</b> <ul style="list-style-type: none"> <li>• Unit 3a: Day 02</li> </ul> <b>Purpose and Proof</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 12</li> </ul> <b>Text Features, Main Ideas, and Details</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 13</li> </ul> <b>Nonfiction Text Features</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 14</li> </ul> <b>Nonfiction Choice Cards</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 15</li> </ul> <b>Respond to Nonfiction Texts and Score</b> <ul style="list-style-type: none"> <li>• Unit 3b: Day 16</li> </ul> <b>Respond to Nonfiction Texts and Score</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <b>Fact/Opinion T-Chart</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 03</li> </ul> <b>5 Square Paragraphs</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <b>5 Square Paragraph Graphic Organizer</b> <ul style="list-style-type: none"> <li>• Unit 4: Day 05</li> </ul> <b>Facts and Opinions</b>

		<ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> <li>Response to Text: Two of a Kind</li> <li>• Unit 4: Day 14</li> <li>Response to Text: Planning Template</li> <li>• Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>• Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>• Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>• Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>• Unit 6: Day 08</li> <li>Introducing the Rubric</li> </ul>
<b>CONTENT STANDARD</b>	<b>NE.LA 5.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 5.2.1.</b>	<b>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</b>
<b>INDICATOR</b>	<b>LA 5.2.1.a.</b>	<p>Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> <li>Topics I Can Write About</li> <li>• Unit 2: Day 10</li> <li>Planning to Write</li> <li>• Unit 2: Day 14</li> <li>Revising</li> <li>• Unit 2: Day 15</li> <li>Editing</li> <li>• Unit 2: Day 20</li> <li>Writers Respond Through Opinions</li> <li>• Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 3a: Day 05</li> <li>Model the Plan</li> <li>• Unit 3a: Day 09</li> <li>Using Commas</li> <li>• Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>• Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>• Unit 3a: Day 12</li> <li>Editing</li> <li>• Unit 3a: Day 13</li> <li>Rubric Scoring</li> <li>• Unit 3b: Day 02</li> <li>Brainstorming</li> <li>• Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 05</li> <li>Linking Ideas</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> <li>Revising</li> <li>• Unit 3b: Day 10</li> <li>Editing</li> <li>• Unit 3b: Day 11</li> <li>Scoring and Publishing</li> <li>• Unit 4: Day 02</li> <li>Fact/Opinion T-Chart</li> <li>• Unit 4: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 4: Day 04</li> <li>5 Square Paragraph Graphic Organizer</li> <li>• Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>• Unit 4: Day 06</li> <li>Kyle's Formal Writing Assessment</li> <li>• Unit 4: Day 07</li> <li>6 Traits Rubric</li> <li>• Unit 4: Day 08</li> <li>Paragraphs 1 &amp; 2</li> <li>• Unit 4: Day 09</li> <li>Paragraphs 3, 4, &amp; 5</li> <li>• Unit 4: Day 10</li> <li>Revising</li> <li>• Unit 4: Day 11</li> <li>Editing</li> <li>• Unit 4: Day 12</li> <li>Scoring and Publishing</li> <li>• Unit 5: Day 04</li> <li>What's the Plan?</li> <li>• Unit 5: Day 07</li> <li>Revising Part 1</li> <li>• Unit 5: Day 08</li> <li>Revising Part 2</li> <li>• Unit 5: Day 09</li> <li>Editing</li> <li>• Unit 5: Day 10</li> <li>Compare the Past</li> <li>• Unit 5: Day 11</li> <li>Rubric and Reflect</li> <li>• Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>• Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>• Unit 6: Day 08</li> <li>Introducing the Rubric</li> <li>• Unit 6: Day 09</li> <li>The 5 Square Graphic Organizer</li> <li>• Unit 6: Day 11</li> <li>Reviewing the Plan</li> <li>• Unit 6: Day 14</li> <li>Revising</li> <li>• Unit 6: Day 15</li> <li>Editing</li> <li>• Unit 6: Day 16</li> <li>Scoring and Publishing</li> </ul>
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INDICATOR	LA 5.2.1.b.	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked
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		<p>to the purpose of the composition.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 04</li> </ul> <p>Let's Take Five</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Model the Plan</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Where I Live</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Revising the End</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Revising Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 01</li> </ul> <p>Definitions and Details</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 04</li> </ul> <p>5 Square Paragraph Graphic Organizer</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> </ul> <p>Paragraphs 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 09</li> </ul> <p>Paragraphs 3, 4, &amp; 5</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 14</li> </ul> <p>Response to Text: Planning Template</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 15</li> </ul> <p>Response to Text: Persuasive Letters</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Introducing the Rubric</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing - Part 2</p>
INDICATOR	LA 5.2.1.e.	<p>Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Topics I Can Write About</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Planning to Write</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 13</li> </ul> <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Writing and Reflecting</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Writers Respond Through Opinions</p>

		<ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 2: Day 22</li> <li>Read, Reread, Respond, and Score</li> <li>• Unit 3a: Day 05</li> <li>Model the Plan</li> <li>• Unit 3a: Day 06</li> <li>Where I Live</li> <li>• Unit 3a: Day 07</li> <li>3 Points</li> <li>• Unit 3a: Day 08</li> <li>Revising the End</li> <li>• Unit 3a: Day 09</li> <li>Using Commas</li> <li>• Unit 3a: Day 10</li> <li>Revising Part 1</li> <li>• Unit 3a: Day 11</li> <li>Revising Part 2</li> <li>• Unit 3a: Day 12</li> <li>Editing</li> <li>• Unit 3a: Day 13</li> <li>Rubric Scoring</li> <li>• Unit 3b: Day 02</li> <li>Brainstorming</li> <li>• Unit 3b: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 04</li> <li>5 Square Paragraphs</li> <li>• Unit 3b: Day 05</li> <li>Linking Ideas</li> <li>• Unit 3b: Day 07</li> <li>Formal Writing Assessment</li> <li>• Unit 3b: Day 08</li> <li>Writing Strong Conclusions</li> <li>• Unit 3b: Day 09</li> <li>Revising</li> <li>• Unit 3b: Day 10</li> <li>Editing</li> <li>• Unit 3b: Day 11</li> <li>Scoring and Publishing</li> <li>• Unit 4: Day 02</li> <li>Fact/Opinion T-Chart</li> <li>• Unit 4: Day 03</li> <li>5 Square Paragraphs</li> <li>• Unit 4: Day 04</li> <li>5 Square Paragraph Graphic Organizer</li> <li>• Unit 4: Day 05</li> <li>Facts and Opinions</li> <li>• Unit 4: Day 06</li> <li>Kyle's Formal Writing Assessment</li> <li>• Unit 4: Day 07</li> <li>6 Traits Rubric</li> <li>• Unit 4: Day 08</li> <li>Paragraphs 1 &amp; 2</li> <li>• Unit 4: Day 09</li> <li>Paragraphs 3, 4, &amp; 5</li> <li>• Unit 4: Day 10</li> <li>Revising</li> <li>• Unit 4: Day 11</li> <li>Editing</li> <li>• Unit 4: Day 12</li> <li>Scoring and Publishing</li> <li>• Unit 4: Day 13</li> <li>Response to Text: Two of a Kind</li> <li>• Unit 5: Day 04</li> </ul>
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		<p>What's the Plan?  • Unit 5: Day 05  Developing Characters  • Unit 5: Day 06  Writing and Commas  • Unit 5: Day 07  Revising Part 1  • Unit 5: Day 08  Revising Part 2  • Unit 5: Day 09  Editing  • Unit 5: Day 10  Compare the Past  • Unit 5: Day 11  Rubric and Reflect  • Unit 5: Day 12  Response to Historical Fiction Text  • Unit 5: Day 13  Response to Historical Fiction Text  • Unit 6: Day 03  Main Ideas &amp; Important Facts  • Unit 6: Day 04  Guided Note-Taking Journal  • Unit 6: Day 05  Paraphrasing  • Unit 6: Day 06  Analyzing a Peer's Work  • Unit 6: Day 07  Glows &amp; Grows  • Unit 6: Day 08  Introducing the Rubric  • Unit 6: Day 09  The 5 Square Graphic Organizer  • Unit 6: Day 10  Linking Words  • Unit 6: Day 11  Reviewing the Plan  • Unit 6: Day 12  Formal Writing - Part 1  • Unit 6: Day 13  Formal Writing - Part 2  • Unit 6: Day 14  Revising  • Unit 6: Day 15  Editing  • Unit 6: Day 16  Scoring and Publishing</p>
INDICATOR	LA 5.2.1.g.	<p>Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p><u>WritingCity</u>  • Unit 1: Day 01  Topics I Can Write About  • Unit 2: Day 07  Scoring with a Rubric Part 1  • Unit 2: Day 08  Scoring with a Rubric Part 2  • Unit 2: Day 10  Planning to Write  • Unit 2: Day 13  Scoring with a Rubric  • Unit 2: Day 14  Revising  • Unit 2: Day 15  Editing</p>

- Unit 2: Day 16
- Writing and Reflecting**
- Unit 2: Day 17
- Intro to Response to Text**
- Unit 2: Day 18
- Ways Writers Respond to Reading**
- Unit 2: Day 19
- Writers Respond to Questions and Prompts**
- Unit 2: Day 20
- Writers Respond Through Opinions**
- Unit 2: Day 21
- Read, Reread, Respond, and Score**
- Unit 2: Day 22
- Read, Reread, Respond, and Score**
- Unit 3a: Day 05
- Model the Plan**
- Unit 3a: Day 06
- Where I Live**
- Unit 3a: Day 07
- 3 Points**
- Unit 3a: Day 08
- Revising the End**
- Unit 3a: Day 09
- Using Commas**
- Unit 3a: Day 10
- Revising Part 1**
- Unit 3a: Day 11
- Revising Part 2**
- Unit 3a: Day 12
- Editing**
- Unit 3a: Day 13
- Rubric Scoring**
- Unit 3b: Day 02
- Brainstorming**
- Unit 3b: Day 03
- 5 Square Paragraphs**
- Unit 3b: Day 04
- 5 Square Paragraphs**
- Unit 3b: Day 05
- Linking Ideas**
- Unit 3b: Day 07
- Formal Writing Assessment**
- Unit 3b: Day 08
- Writing Strong Conclusions**
- Unit 3b: Day 09
- Revising**
- Unit 3b: Day 10
- Editing**
- Unit 3b: Day 11
- Scoring and Publishing**
- Unit 4: Day 02
- Fact/Opinion T-Chart**
- Unit 4: Day 03
- 5 Square Paragraphs**
- Unit 4: Day 04
- 5 Square Paragraph Graphic Organizer**
- Unit 4: Day 05
- Facts and Opinions**
- Unit 4: Day 06
- Kyle's Formal Writing Assessment**
- Unit 4: Day 07
- 6 Traits Rubric**
- Unit 4: Day 08
- Paragraphs 1 & 2**
- Unit 4: Day 09

		<p>Paragraphs 3, 4, &amp; 5</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 10</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 11</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 12</li> </ul> <p>Scoring and Publishing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 13</li> </ul> <p>Response to Text: Two of a Kind</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 04</li> </ul> <p>What's the Plan?</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 05</li> </ul> <p>Developing Characters</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 06</li> </ul> <p>Writing and Commas</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 07</li> </ul> <p>Revising Part 1</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 08</li> </ul> <p>Revising Part 2</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 09</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 10</li> </ul> <p>Compare the Past</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 11</li> </ul> <p>Rubric and Reflect</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 12</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 5: Day 13</li> </ul> <p>Response to Historical Fiction Text</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 03</li> </ul> <p>Main Ideas &amp; Important Facts</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 04</li> </ul> <p>Guided Note-Taking Journal</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 06</li> </ul> <p>Analyzing a Peer's Work</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 07</li> </ul> <p>Glows &amp; Grows</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 08</li> </ul> <p>Introducing the Rubric</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 09</li> </ul> <p>The 5 Square Graphic Organizer</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 10</li> </ul> <p>Linking Words</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 11</li> </ul> <p>Reviewing the Plan</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 12</li> </ul> <p>Formal Writing - Part 1</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 13</li> </ul> <p>Formal Writing - Part 2</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 14</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 6: Day 16</li> </ul> <p>Scoring and Publishing</p>
INDICATOR	LA 5.2.1.h.	<p>Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Day 01</li> </ul> <p>Topics I Can Write About</p> <ul style="list-style-type: none"> <li>• Unit 1: Day 05</li> </ul>

		<p>Sentence Fluency</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 07</li> </ul> <p>Scoring with a Rubric Part 1</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 08</li> </ul> <p>Scoring with a Rubric Part 2</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 10</li> </ul> <p>Planning to Write</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 13</li> </ul> <p>Scoring with a Rubric</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 14</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 15</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 16</li> </ul> <p>Writing and Reflecting</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 17</li> </ul> <p>Intro to Response to Text</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 18</li> </ul> <p>Ways Writers Respond to Reading</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 19</li> </ul> <p>Writers Respond to Questions and Prompts</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 20</li> </ul> <p>Writers Respond Through Opinions</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 21</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 2: Day 22</li> </ul> <p>Read, Reread, Respond, and Score</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 05</li> </ul> <p>Model the Plan</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 06</li> </ul> <p>Where I Live</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 07</li> </ul> <p>3 Points</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 08</li> </ul> <p>Revising the End</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 09</li> </ul> <p>Using Commas</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 10</li> </ul> <p>Revising Part 1</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 11</li> </ul> <p>Revising Part 2</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 12</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 13</li> </ul> <p>Rubric Scoring</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 02</li> </ul> <p>Brainstorming</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 03</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 04</li> </ul> <p>5 Square Paragraphs</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 05</li> </ul> <p>Linking Ideas</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 07</li> </ul> <p>Formal Writing Assessment</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 08</li> </ul> <p>Writing Strong Conclusions</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 09</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 10</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Unit 3b: Day 11</li> </ul> <p>Scoring and Publishing</p> <ul style="list-style-type: none"> <li>• Unit 4: Day 02</li> </ul> <p>Fact/Opinion T-Chart</p>
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- Unit 4: Day 03
- 5 Square Paragraphs
- Unit 4: Day 04
- 5 Square Paragraph Graphic Organizer
- Unit 4: Day 05
- Facts and Opinions
- Unit 4: Day 06
- Kyle's Formal Writing Assessment
- Unit 4: Day 07
- 6 Traits Rubric
- Unit 4: Day 08
- Paragraphs 1 & 2
- Unit 4: Day 09
- Paragraphs 3, 4, & 5
- Unit 4: Day 10
- Revising
- Unit 4: Day 11
- Editing
- Unit 4: Day 12
- Scoring and Publishing
- Unit 4: Day 13
- Response to Text: Two of a Kind
- Unit 5: Day 04
- What's the Plan?
- Unit 5: Day 05
- Developing Characters
- Unit 5: Day 06
- Writing and Commas
- Unit 5: Day 07
- Revising Part 1
- Unit 5: Day 08
- Revising Part 2
- Unit 5: Day 09
- Editing
- Unit 5: Day 10
- Compare the Past
- Unit 5: Day 11
- Rubric and Reflect
- Unit 5: Day 12
- Response to Historical Fiction Text
- Unit 5: Day 13
- Response to Historical Fiction Text
- Unit 6: Day 03
- Main Ideas & Important Facts
- Unit 6: Day 04
- Guided Note-Taking Journal
- Unit 6: Day 05
- Paraphrasing
- Unit 6: Day 06
- Analyzing a Peer's Work
- Unit 6: Day 07
- Glows & Grows
- Unit 6: Day 08
- Introducing the Rubric
- Unit 6: Day 09
- The 5 Square Graphic Organizer
- Unit 6: Day 10
- Linking Words
- Unit 6: Day 11
- Reviewing the Plan
- Unit 6: Day 12
- Formal Writing - Part 1
- Unit 6: Day 13
- Formal Writing - Part 2
- Unit 6: Day 14

		Revising • Unit 6: Day 15 Editing • Unit 6: Day 16 Scoring and Publishing
<b>CONTENT STANDARD</b>	<b>NE.LA 5.2.</b>	<b>Writing: Students will learn and apply writing skills and strategies to communicate.</b>
<b>STRAND</b>	<b>LA 5.2.2.</b>	<b>Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
<b>INDICATOR</b>	<b>LA 5.2.2.a.</b>	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.  <u>WritingCity</u> • Unit 1: Day 02 Ideas • Unit 1: Day 04 Voice • Unit 2: Day 01 Vary Sentences Part 1 • Unit 2: Day 02 Vary Sentences Part 2 • Unit 2: Day 06 Dialogue: A Character's Voice • Unit 2: Day 07 Scoring with a Rubric Part 1 • Unit 2: Day 08 Scoring with a Rubric Part 2 • Unit 2: Day 09 Writing from Experience • Unit 2: Day 10 Planning to Write • Unit 2: Day 11 Writing a Real Narrative • Unit 2: Day 12 Writing a Conclusion • Unit 2: Day 20 Writers Respond Through Opinions • Unit 2: Day 21 Read, Reread, Respond, and Score • Unit 2: Day 22 Read, Reread, Respond, and Score • Unit 3a: Day 04 Let's Take Five • Unit 3a: Day 05 Model the Plan • Unit 3a: Day 06 Where I Live • Unit 3a: Day 07 3 Points • Unit 3a: Day 08 Revising the End • Unit 3a: Day 10 Revising Part 1 • Unit 3b: Day 01 Definitions and Details • Unit 3b: Day 04 5 Square Paragraphs • Unit 3b: Day 07 Formal Writing Assessment • Unit 3b: Day 08 Writing Strong Conclusions • Unit 3b: Day 11 Scoring and Publishing

		<ul style="list-style-type: none"> <li>• Unit 4: Day 08</li> <li>Paragraphs 1 &amp; 2</li> <li>• Unit 4: Day 09</li> <li>Paragraphs 3, 4, &amp; 5</li> <li>• Unit 5: Day 02</li> <li>Planning Wheel 1</li> <li>• Unit 5: Day 04</li> <li>What's the Plan?</li> <li>• Unit 5: Day 05</li> <li>Developing Characters</li> <li>• Unit 5: Day 06</li> <li>Writing and Commas</li> <li>• Unit 5: Day 09</li> <li>Editing</li> <li>• Unit 5: Day 12</li> <li>Response to Historical Fiction Text</li> <li>• Unit 5: Day 13</li> <li>Response to Historical Fiction Text</li> <li>• Unit 6: Day 08</li> <li>Introducing the Rubric</li> <li>• Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>• Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> <li>• Unit 6: Day 14</li> <li>Revising</li> <li>• Unit 6: Day 15</li> <li>Editing</li> </ul>
INDICATOR	LA 5.2.2.b.	<p>Provide evidence from literary or informational text to support analysis, reflection, and research.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 5: Day 01</li> <li>What is Historical Fiction?</li> <li>• Unit 6: Day 02</li> <li>Gathering Resources</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> <li>• Unit 6: Day 05</li> <li>Paraphrasing</li> <li>• Unit 6: Day 06</li> <li>Analyzing a Peer's Work</li> <li>• Unit 6: Day 07</li> <li>Glows &amp; Grows</li> <li>• Unit 6: Day 09</li> <li>The 5 Square Graphic Organizer</li> <li>• Unit 6: Day 10</li> <li>Linking Words</li> <li>• Unit 6: Day 12</li> <li>Formal Writing - Part 1</li> <li>• Unit 6: Day 13</li> <li>Formal Writing - Part 2</li> </ul>
INDICATOR	LA 5.2.2.c.	<p>Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 6: Day 01</li> <li>What is a Research Project?</li> <li>• Unit 6: Day 02</li> <li>Gathering Resources</li> <li>• Unit 6: Day 03</li> <li>Main Ideas &amp; Important Facts</li> <li>• Unit 6: Day 04</li> <li>Guided Note-Taking Journal</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit 6: Day 05</li> </ul> <b>Paraphrasing</b>
<b>CONTENT STANDARD</b>	<b>NE.LA 5.3.</b>	<b>Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>
<b>STRAND</b>	<b>LA 5.3.1.</b>	<b>Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</b>
<b>INDICATOR</b>	<b>LA 5.3.1.a.</b>	<p>Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Explanatory Writing</b>
<b>INDICATOR</b>	<b>LA 5.3.1.b.</b>	<p>Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p> <p><u>WritingCity</u></p> <ul style="list-style-type: none"> <li>• Unit 3a: Day 01</li> </ul> <b>Explanatory Writing</b>